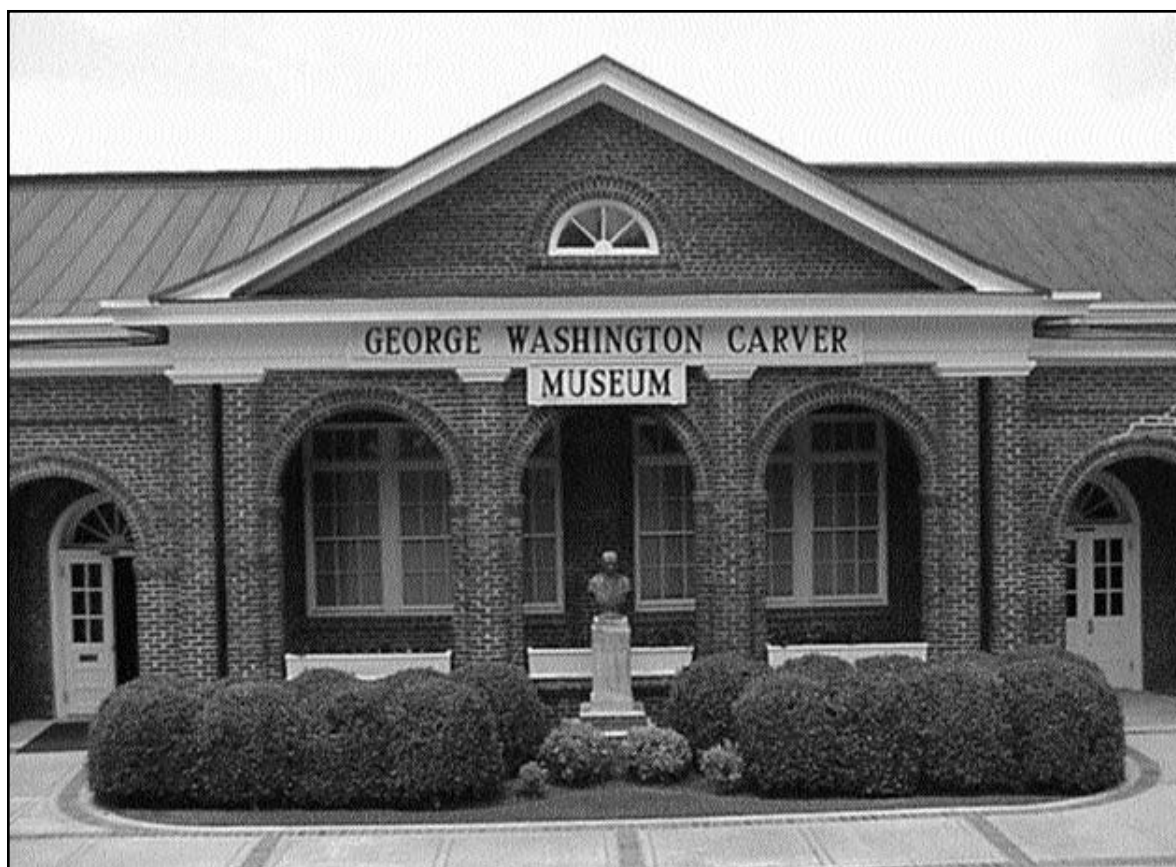


## LONG-RANGE INTERPRETIVE PLAN

# Tuskegee Institute National Historic Site

# 2003



# **LONG-RANGE INTERPRETIVE PLAN**

## **Tuskegee Institute National Historic Site**

# **2003**

Prepared by:

Department of Interpretive Planning  
Harpers Ferry Design Center

and the Staff of:

Tuskegee Institute National Historic Site

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# INTRODUCTION

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On July 4th of each year, citizens of the United States celebrate their freedom with parades and fireworks. On July 4, 1881, 30 eager students—mostly children of former slaves—celebrated their freedom by holding their first class at the newly formed Normal School for Negroes just outside Tuskegee, Alabama. Although those students did not know what to expect from their new school, its principal did. Booker T. Washington, a former slave, aimed to model this new school after Hampton Institute in Virginia where he had been a student and teacher.

Tuskegee Institute—as the school here came to be known—started in 1881 with only \$2,000 for teachers salaries, but no funds for land, buildings, or equipment. In 1882, the school moved to 100 acres of abandoned farm land, purchased with a \$200 personal loan from the treasurer of Hampton Institute. From this humble start, Tuskegee grew from its initial emphasis on vocational training (most of the school's early buildings were built by its students) into the college degree-granting program that evolved into what is now Tuskegee University.

Although Tuskegee Institute's history has endured more than 120 years, the school's story often gets obscured behind two of its early guiding figures. As the school's first principal, Booker T. Washington led Tuskegee Institute through its first 34 years. When not directing the school's growth, he traveled extensively, making the Institute known and respected throughout the country. He eventually became a leader of his race and an advisor to presidents. By the time Washington died in 1915, he had made Tuskegee an internationally famous institution.

Likewise, another famous individual will forever be linked to Tuskegee. In 1896, George Washington Carver accepted Washington's invitation to come to Tuskegee as head of its new Department of Agriculture. For the next 47 years, Carver taught and worked at Tuskegee, and developed thousands of uses for Southern agricultural products. He became widely known as an outstanding American scientist. Carver died in 1943, but his legacy lives on in Tuskegee's Carver Museum, and Carver Research Foundation which was begun with a bequest from Carver himself.

Therein lies the interpretive challenge at Tuskegee Institute National Historic Site (NHS): How to tell the park's story of struggle and survival—with Washington and Carver as major figures during the school's first 60 years—without emphasizing these two historic figures so much that they overshadow the history and importance of the school itself.

This Long-Range Interpretive Plan (LRIP) will help the park resolve this dilemma by refining the park themes and devising a strategy to assure that emotional and intellectual connections are made between the park's resources and the intangible meanings that visitors bring here.



*“The Oaks” (above), the family home of Booker T. Washington, and the George Washington Carver Museum (below) are owned by the National Park Service. Although these park buildings are the only two open to the general public, about two dozen other historic structures can be seen by visitors who walk around the Tuskegee campus (see map on page vi).*



# **LONG RANGE INTERPRETIVE PLAN**

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Within the National Park Service planning hierarchy, a park's General Management Plan (GMP) guides park management decisions over a period of about 20 years. In the case of Tuskegee Institute NHS, the most recent GMP was approved in 1987 and is outdated. A park's Comprehensive Interpretive Plan (CIP) is one of a handful of strategic plans that describes implementation of specific aspects of the GMP. The Long-Range Interpretive Plan (LRIP) is the keystone of the CIP planning process, remaining in place for 5 to 10 years. It is supported by two dynamic components—the Annual Implementation Plan (AIP) and an Interpretive Database (ID); both of these components of the CIP planning process are updated annually by the park interpretive staff.

This LRIP for Tuskegee Institute NHS was created in 2002-03 with input from park partners during a workshop in Tuskegee, Alabama held in September 2002 and a second workshop with media specialists and park partners in December 2002. The LRIP describes the park's interpretive themes and visitor experience goals and recommends ways to achieve those goals through interpretive media, education programs, and personal services. **The LRIP's recommendations are projected over the next seven to ten years. These actions are dependent, of course, on the timely receipt of funds and the ability of the park's partners to support them.** This LRIP is a guide for park management to reach the "ideal future vision" for interpretive services and media for visitors to Tuskegee Institute NHS.

# EXECUTIVE SUMMARY

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Tuskegee Institute NHS—located within the campus of Tuskegee University in Tuskegee, Alabama—is administered by the National Park Service (NPS) from a headquarters building in Tuskegee, Alabama.

The NPS has managed Tuskegee Institute NHS since Congress established the park in 1974. The NPS purchased two of the park’s primary resources: “The Oaks,” the home of Booker T. Washington, and George Washington Carver’s laboratory (now the George W. Carver Museum) in 1975. Tuskegee Institute NHS also encompasses a 50-acre Historic Campus District consisting of most of the original Tuskegee Institute buildings, all of which are owned and used by Tuskegee University. The 2003 organizational chart for Tuskegee Institute NHS includes a Chief of Resource Education, three interpretive park rangers, one museum specialist, a chief of maintenance, and three maintenance personnel. The park superintendent—who also manages Tuskegee Airmen NHS and Selma-to-Montgomery NHT—is stationed in the Tuskegee Institute NHS headquarters building and is supported by an administrative staff.

This Long-Range Interpretive Plan (LRIP) was created through a goal-driven process that describes desired visitor experiences and recommends appropriate means to achieve them while preserving the park’s natural and cultural resources. The LRIP’s first section, on pages 1-42, confirms the foundations of the park and its second section, starting on page 45, recommends actions to be taken over the next 7 to 10 years to upgrade the park’s personal services program and interpretive media.

The LRIP’s “Future Interpretive Program” emphasizes:

## **Personal Services:**

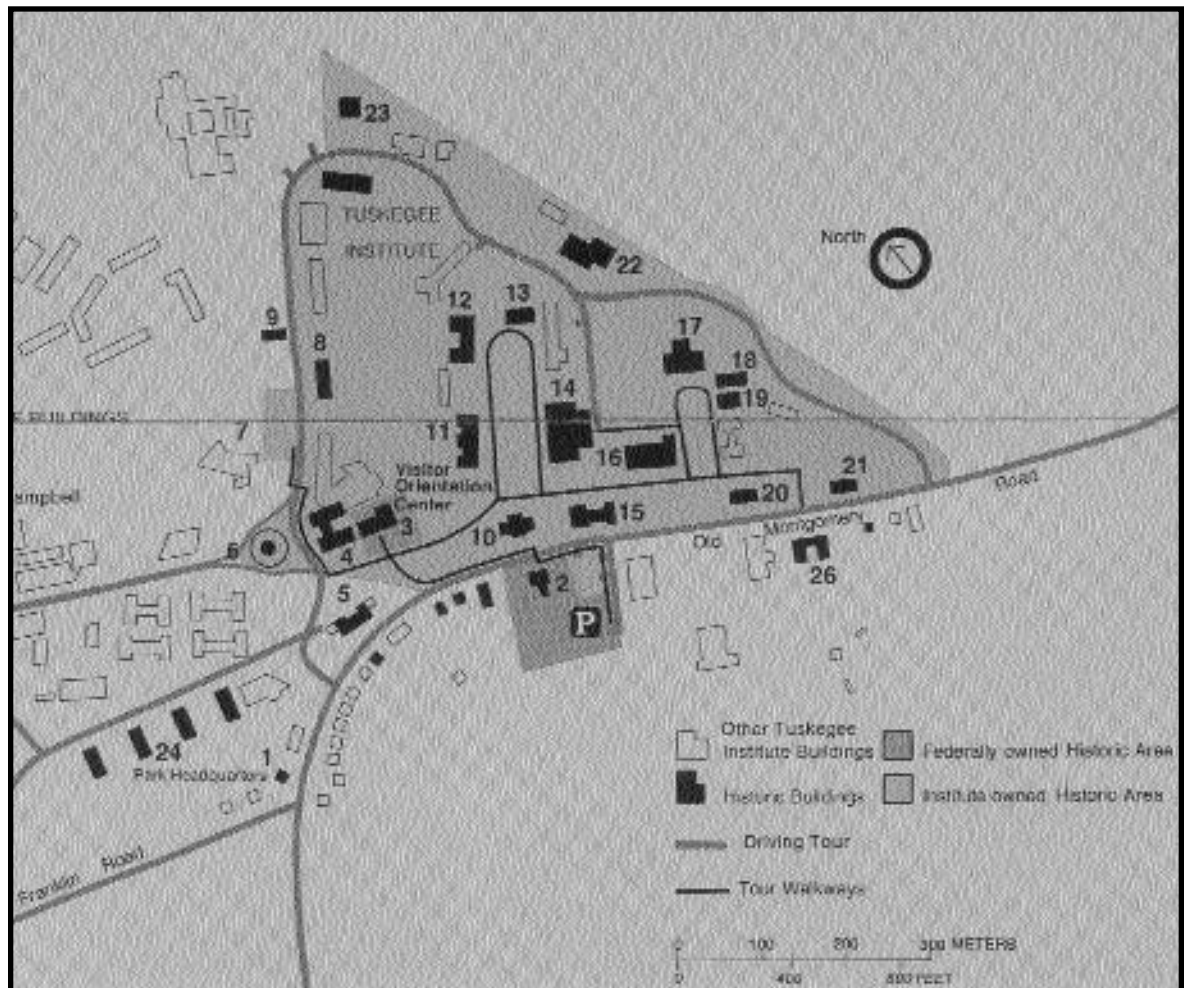
- \* Expand the education program to include workshops and outreach
- \* Upgrade tours for Tuskegee University students and HBCU bus groups
- \* Increase programs for Civil Rights heritage tours, Kellogg Conference Center attendees, TU family reunion groups, and ElderHostel groups
- \* Improve services and flexibility for traditional National Park visitors

## **Non-Personal Services (Interpretive Media)**

- \* Upgrade signage and wayfinding signs for motorists and pedestrians
- \* Plan, design, produce wayside exhibits for the park and TU campus
- \* Replace the current indoor exhibits in the George W. Carver Museum
- \* Improve accessibility and historically furnished rooms for “The Oaks”
- \* Develop a park film for the Carver Theater and other av improvements
- \* Redesign the park brochure; improve/develop other park publications

As stated on the previous page, the achievement of the LRIP recommendations are based on funding and coordination with park partners.

# TUSKEGEE INSTITUTE NHS

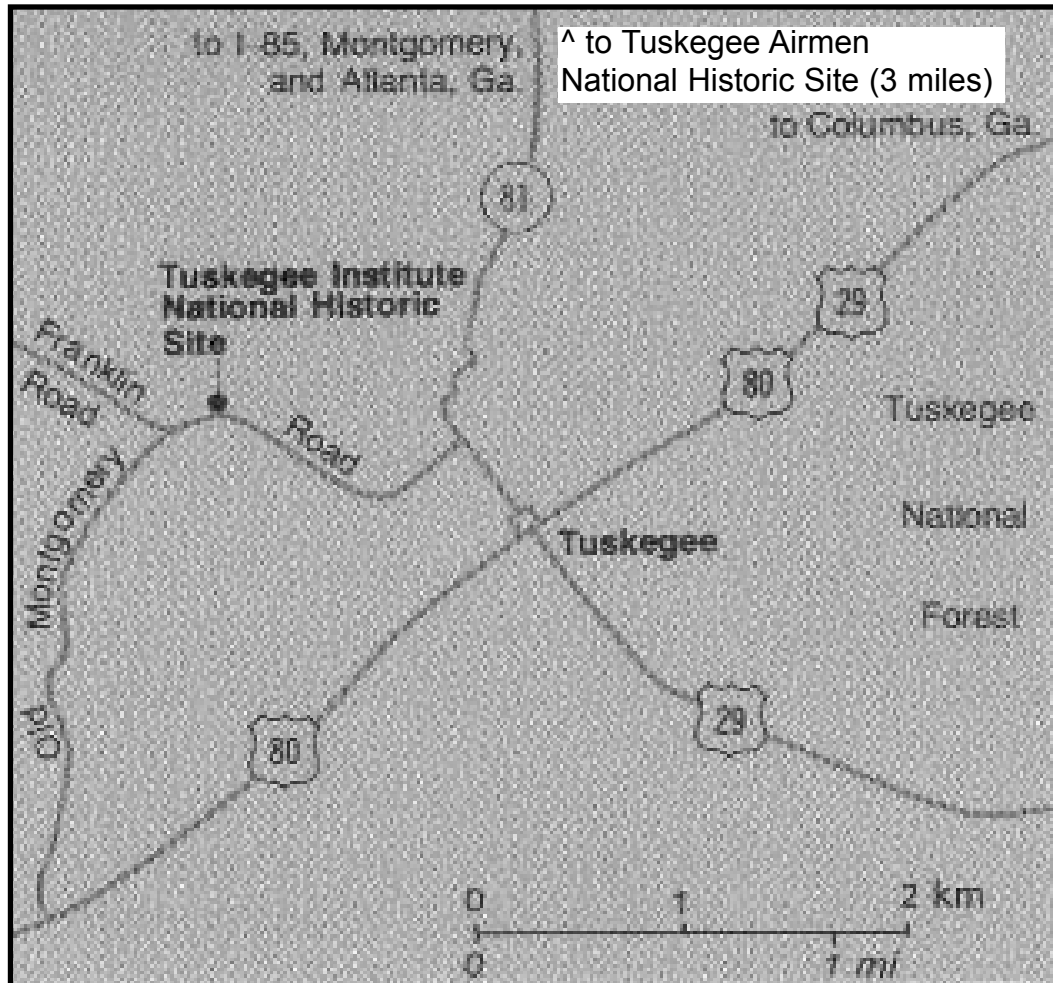


1. Park Headquarters
2. The Oaks, 1899
3. Carver Museum (Laundry), 1915. Visitor Orientation Center
4. Dorothy Hall/Kellogg Conference Center (Girls' Industrial Building), 1901
5. Margaret Murray Washington Hall (Slater-Armstrong Memorial Agricultural Building), 1897
6. Booker T. Washington Monument, 1922
7. Chapel and Graves
8. Tantom Hall, 1907

9. Little theater (Creamery), 1899
10. Carnegie Hall (Carnegie Library), 1901
11. White Hall, 1910
12. Douglass Hall, 1904
13. Huntington Hall, 1900
14. Tompkins Hall, 1910
15. Administration Building (Office Building), 1902
16. Collis P. Huntington Academic Building, 1905
17. Rockefeller Hall, 1903
18. Phelps Hall (Bible Training School), 1892
19. ROTC Armory (Boys' Bath House), 1904

20. Thrasher Hall (Science Hall), 1893
21. Band Cottage (Foundry and Blacksmith Shop), 1889
22. Power Plant, 1915
23. Early Hospital Buildings, 1912-1916
24. Emory Dormitories, 1903-1909
25. Milbank Agriculture Hall, 1909
26. Carver Research Foundation, 1940

# AREA MAP





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# BACKGROUND for PLANNING

# ENABLING LEGISLATION

## 42. Tuskegee Institute

An Act to provide for the establishment of the Clara Barton National Historic Site, Maryland; John Day Fossil Beds National Monument, Oregon; Knife River Indian Villages National Historic Site, North Dakota; Springfield Armory National Historic Site, Massachusetts; Tuskegee Institute National Historic Site, Alabama; Martin Van Buren National Historic Site, New York; and Sewall-Belmont House National Historic Site, Washington, District of Columbia; and for other purposes. (86 Stat. 1461) (P.L. 93-486)

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

### TITLE I

SEC. 101. (a) Unless otherwise provided hereafter, the Secretary of the Interior (hereinafter referred to as the "Secretary") is authorized to acquire by purchase with donated or appropriated funds, donation, exchange, or by transfer from another Federal agency such lands and interests in lands as hereafter provided for establishment as units of the national park system, as follows:

\* \* \* \* \*

(5) for establishment as the Tuskegee Institute National Historic Site, Alabama, those lands depicted on the map entitled "Boundary Map, Tuskegee Institute National Historic Site, Alabama", numbered NHS-TI 20,000-C and dated September 1973, which shall include the home of Booker T. Washington, the Carver Museum, and an antebellum property adjacent to the campus of Tuskegee Institute, known as Grey Columns.

SEC. 103. Notwithstanding any other provision of law, the Secretary is authorized to construct roads on real property in non-Federal ownership within the boundaries of the Tuskegee Institute National Historic Site. Any roads so constructed shall be controlled and maintained by the owners of the real property.

(b) The Secretary may also acquire personal property associated with the areas referred to in subsection (a) of this section. Lands and interests therein owned by a State or any political subdivision thereof which are acquired for the purposes of subsection (a) of this section may be acquired only by donation.

## ENABLING LEGISLATION (CONT.)

SEC. 102. (a) When the Secretary determines that an adequate interest in lands has been acquired to constitute an administrable unit for each of the areas described in section 1 of this Act, he may, after notifying the Committees on Interior and Insular Affairs of the United States Congress of his intention to do so at least fourteen days in advance, declare the establishment of such unit by publication of a notice to that effect in the Federal Register. Such notice shall contain a map or other description of the boundaries of the unit, together with an explanation of the interests acquired and the costs incident thereto. The Secretary may refrain from acquiring property for establishment of any unit authorized by this Act where, in his judgment, satisfactory agreements or donations with respect to properties which are needed for the protection and administration of a particular unit have not been consummated with the owners of such properties.

(b) Pending the establishment of each unit and, thereafter, the Secretary shall administer the property acquired pursuant to this Act in accordance with the provisions of the Act of August 25, 1916 (39 Stat. 535), as amended and supplemented, and, to the extent applicable, the provisions of the Act of August 21, 1935 (49 Stat. 666), as amended.

SEC. 104. There are authorized to be appropriated such sums as may be necessary to carry out the provisions of this Act, not to exceed, however, the following:

\* \* \* \* \*

(e) Tuskegee Institute National Historic Site,  
\$185,000 for the acquisition of lands and interests  
in lands and \$2,722,000 for development.

\* \* \* \* \*

Approved October 26, 1974.

# LEGISLATIVE BACKGROUND

---

Tuskegee Institute National Historic Site (NHS)—located 40 miles east of Montgomery, Alabama—was authorized as a unit of the National Park Service (NPS) by Public Law 93-486, approved October 26, 1974 (see the previous two pages). The site preserves historic structures on or near the campus of Tuskegee University, a school founded in 1881 for the education of black Americans. Authorized within Tuskegee Institute NHS in 1974 were “The Oaks,” the home of Booker T. Washington; George Washington Carver’s laboratory (now the George W. Carver Museum); and Grey Columns, an antebellum mansion adjacent to the campus. These structures were purchased by the NPS in 1975. Tuskegee Institute NHS also encompasses a 50-acre Historic Campus District consisting of most of the original Tuskegee Institute buildings, all of which are owned and used by today’s Tuskegee University (TU).

The national historic site was established by the Secretary of the Interior on November 13, 1977, with approval of a Memorandum of Agreement (MOA) between the NPS and the Trustees of Tuskegee University. That MOA defined the respective roles of the NPS and the University in preserving and interpreting Tuskegee Institute NHS.

In 1978, the NPS approved a general management plan (GMP) for the national historic site that, among other things, led to the restoration and development of Grey Columns as a visitor contact point, administrative headquarters, and maintenance area. Although Grey Columns was adequate for these functions, its location (more than half a mile from the other park structures) proved to be too far for visitors and the park staff.

On April 23, 1984, the NPS and the University signed a Memorandum of Understanding (MOU) allowing the University President to use Grey Columns as a residence. In return, the University granted the NPS use of the TU President’s former house, at the corner of West Montgomery Road and Franklin Road, as headquarters. The University also allowed the park to use two cottages near the Carver Museum for maintenance.

In 1987, a second GMP was approved that recommended the transfer of Grey Columns from the NPS to the University and the transfer of the current park headquarters building from the University to federal ownership so that the NPS could spend federal funds to modify the headquarters as needed. The GMP also recommended a new maintenance facility on nearby Franklin Road, improved preservation efforts for the University’s historic buildings, improved curatorial storage space, and improved visitor parking and services around “The Oaks.” Park management at Tuskegee Institute NHS is still working under the recommendations made in the 1987 GMP.

# PURPOSE

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Purpose statements describe why an area was set aside, and the purpose of the area today. Congressional testimony, enabling legislation, and other events in the park's legislative history often provide the basis for purpose statements.

In the case of Tuskegee Institute NHS, the only previous purpose statement available was from the park's Strategic Plan of 2001 which stated: *"The purpose of Tuskegee Institute National Historic Site is to protect and preserve the cultural resources of 'The Oaks,' the family home of Booker T. Washington, the George W. Carver Museum, and any other lands or interests acquired pursuant to Public Law 93-486."*

The park staff and partners who participated in the Long-Range Interpretive Plan (LRIP) workshop at Tuskegee Institute NHS in September 2002 noted that additional purposes have emerged over the park's existence and drafted the following park purpose statements.

The purpose of Tuskegee Institute National Historic Site is to:

- **Protect, conserve, preserve, and interpret the cultural and natural resources associated with the founding and development of Tuskegee\*.**
- **Provide opportunities for education, enjoyment, appreciation, and sense of time of Tuskegee\* and its legacy.**
- **Cooperate with Tuskegee University to provide a seamless visitor experience by defining roles and formalizing cross training for visitor services, resource management, and research staffs.**
- **Cooperate and communicate with public agencies and private organizations to support the park and partners' shared goals.**

\*NOTE: While drafting these 'purpose statements' in September 2002, the park staff and park partners discussed whether to use the historic name of Tuskegee Institute or the school's current name of Tuskegee University when referring to the school over its 120+ years of history. It has been known as the Normal School for Colored Teachers (1881), Tuskegee State Normal School (1881-1887), Tuskegee Normal School (1887-1891), Tuskegee Normal and Industrial Institute (1891-1937), Tuskegee Institute (1937-1985), and Tuskegee University (1985 to the present). Because the school has been known by all the above names, the workshop group decided to use the word "**Tuskegee**" with an asterisk\* (**Tuskegee\***) throughout this LRIP to describe the historic educational institution over its long history, and Tuskegee University (or, "the University") to describe the current school and administration.



# SIGNIFICANCE

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Significance statements describe the importance or distinctiveness of the area. These statements are more than an inventory of resources; they describe the most significant resources that inspired Congress to set aside this area as a unit of the National Park System.

The park staff and partners who participated in the LRIP workshop at Tuskegee Institute NHS in September 2002 also noted that the significance statements in the park's Strategic Plan of 2001 needed revision. They drafted the following revised park significance statements.

Tuskegee Institute National Historic Site is significant because it:

- Was established by the state of Alabama, with influence from a former slave and a former slave owner, to educate freed people and their children.
- Was operated by African Americans during an era of repression in the late 1800s, and became a beacon of hope for African Americans.
- Successfully merged education and industry to sustain the campus and community, as well as provide goods and services for commercial markets.
- Continues to foster the mission envisioned by Booker T. Washington for Tuskegee\* as a center of influence in developing leaders who impact politics, economics, education, the military, and the arts and sciences.
- Continues to foster the example set by George Washington Carver and other professors for Tuskegee\* to be a center for application-based research and social research.



*Newly renovated Lincoln Entrance Gate (above) to Tuskegee University.*

# INTERPRETIVE THEMES

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## Tangible/Intangible Concepts

To promote stewardship, the park's significance needs to be "interpreted" to its visitors. The primary purpose of interpretation is to make an intellectual and emotional connection from the park resources to each visitor's experience/background so that visitors will understand, appreciate, and help preserve the park. The list below and on the next page (this list was brainstormed during the LRIP workshops in 2002; it is not an all-inclusive list) begins to make that connection by comparing the park's tangible resources to the intangible meanings that today's visitors might bring to the park. National Park Service rangers, park partners, and media specialists should use this list as a starting point when developing their interpretive programs and interpretive media for the park to help visitors create meaningful connections and lasting impressions.

### Tangible (Resources) Intangible (Meanings)

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#### **...at "The Oaks," Home of Booker T. Washington**

Furniture.....	Family, relationships, wealth, travel, comfort
Dishes, tableware.....	Quality, stature, hosting, Victorian formality
Light fixtures.....	Progress
Books.....	Knowledge
Murals.....	Travel
Carpet.....	Comfort, entitlement, luxury
Oak timber, panels.....	Craftsmanship, quality
Bricks (student - made).....	Labor, artistry, innovative, practicality
Staircase.....	Accommodation, problem-solving, adaptation
Floor plan layout.....	Vision, showplace, politics, public relations tool
Dry Heat sauna.....	Health
Windows.....	Wealth, craftsmanship
Electricity/plumbing.....	Achievement, education, progress
Photographs.....	Memories
Degrees/certificates.....	Honor, achievement, education
Backyard/garden.....	Self- sufficiency

#### **...at the George Washington Carver Museum**

The Museum building, bricks...	Skilled labor
Drawings, paintings.....	Passion, love of nature, vision, brilliance
Crafts, crochet, plants.....	Recycling, ecology, practical, eccentric
Books, Bible, letters.....	Spirituality, flawed, philanthropy

(continued on next page)

## **Tangible/Intangible Concepts (continued)**

### **Tangible (Resources) Intangible (Meanings)**

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#### **...at the George Washington Carver Museum (continued)**

Moveable school/.....	Education, opportunity, public health
Jesup Wagon.....	Agricultural home demonstration
P.H. Polk camera.....	Artistic, visual history
Bust of Tom Campbell.....	Unsung hero
Bust of George W. Carver.....	Commemorative
Hathaway molds (medallions).....	Commemorative, fundraising
Stamps (commemorative).....	Commemorative, fundraising
Iron lung, leg brace, crutch.....	Health, polio
Roll top desk.....	Progress, education
Movie projector.....	Progress, end- of- an- era
Volleyball, net.....	Recreation
Cooker, warmer.....	Recreation
Printing press pieces.....	Bulletins, information, knowledge
Telephone.....	Progress
Minerals and rocks.....	Discovery
Academic gown.....	Education
Recordings, photos, movies.....	Technology, memories, documentation
Perfume.....	Beautification
Medicine.....	Health
Watch, personal items.....	Consistency
Pottery, etc. from Mo. site.....	Struggle, humble beginnings
Typewriter.....	Technology, education, communication
Sachet, Indigo blue (from clay).....	Experiment, invention, beautification

#### **...at sites outside "The Oaks" or the GWC Museum**

B.T. Washington Monument...	Vision, progress, dedication, education
Grave site.....	Recognition, dedication
Chapel's stained glass window.....	Music, spirituals, dedication, spirituality
Dorothy Hall.....	Guests, hospitality, social prominence
John A. Hospital (hist. section).....	Life, birth, death, health, research
VA Hospital.....	Self- sustainable, segregation, veterans
City of Tuskegee.....	Civil War, disconnect
TU's historic buildings.....	Music, library, education, architecture
Grey Columns.....	Slavery, freedom, ownership
City of Tuskegee's historic buildings.....	Influence
Macon County's historic buildings.....	Preservation
Archives linked to Tuskegee Institute NHS.....	Documentation

## **Parkwide Theme Statements**

As visitors enjoy the resources at Tuskegee Institute NHS, it is the responsibility of the park staff and partners to facilitate a connection from the park's tangible resources to the visitors' intangible meanings.

Visitors to Tuskegee Institute NHS should be exposed to the following interpretive themes—ideas that are central to the park's story—through the personal services program, the interpretive media, or both:

### **1. Tuskegee\* played and continues to play a significant role in the ascent of African Americans into mainstream America.**

- Tuskegee\* under Booker T. Washington was a beacon of hope for African Americans and continues to provide educational opportunities.
- Leadership at Tuskegee\* shifted its emphasis from industry to technology to meet the need of changing times.
- Through industry, science, and religion, Tuskegee\* impacted politics, economics, military, and arts and sciences throughout the world.
- The development, vision, operation, and dedication of Tuskegee\* played and continues to play a significant role in the education and accomplishments of African Americans.

### **2. As the first principal of Tuskegee\* from 1881-1915, Booker T. Washington showcased his talents and provided a national stage for himself and other individuals associated with this institution.**

- Past renowned leaders, faculty, and students brought international recognition to Tuskegee\*.
- In particular, George Washington Carver's influence as a scientist, humanitarian, artist, and educator at Tuskegee\* can be seen throughout the world today.
- Present leaders, faculty, and students still bring attention to the University.
- Future leaders, faculty, and students have the opportunity to continue this legacy.

### **3. The grounds, buildings, students, and faculty at Tuskegee\* have fostered the resiliency of the human spirit and helped people struggling for opportunities and independence; today's leadership at Tuskegee\* continues this tradition.**

- The social, political, and economic forces that formed Tuskegee\* showed how an institution of higher learning can survive and prosper.
- Tuskegee\* has affected the larger American social movement toward equality of all citizens, a movement that continues today.

# GOALS

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## Management Goals (from GPRA Strategic Plan)

In conformance with the Government Performance and Results Act (GPRA) of 1994, Tuskegee Institute NHS drafted its second Strategic Plan in 2001, stating the park's management goals through 2005. Within that GPRA Strategic Plan, the following two goals address park visitors:

**Mission Goal IIa: Visitors to Tuskegee Institute NHS safely enjoy and are satisfied with the availability, accessibility, diversity, and quality of park facilities, services, and appropriate recreational opportunities.**

Under this mission goal, the long-term goal for Visitor Satisfaction is: By September 30, 2005, 96% of park visitors to Tuskegee Institute NHS are satisfied with appropriate park facilities, services, and recreational opportunities.

**Mission Goal IIb: Park visitors and the general public understand and appreciate the preservation of Tuskegee Institute NHS and its resources for this and future generations.**

Under this mission goal, the long-term goal for Visitor Satisfaction is: By September 30, 2005, 96% of Tuskegee Institute NHS's visitors understand the significance of the park.

## GPRA Goal Measurements

The "outcomes" (i.e., how well the park is achieving its GPRA goals) of these efforts are measured each year (at every unit of the National Park System) through survey forms that are distributed to visitors at each NPS unit. Visitors send their completed survey forms to the University of Idaho where the data is collected and compiled for each NPS unit. The survey results reflect visitor opinion about each park's facilities, services, and recreational opportunities, as well as measures visitor understanding and appreciation of each park's significance. The data from this annual survey is expected to be accurate within +/-6% with 95% confidence. For the results of the most recent GPRA visitor survey at Tuskegee Institute NHS, see pages 12-13 of this LRIP.

## Visitor Experience Goals:

Interpretive planning describes the physical, intellectual, and emotional experiences that should be available to Tuskegee Institute NHS visitors. We cannot require that visitors engage in these activities, learn these facts, notice these feelings, or help preserve park resources. These goals simply identify experiences that should be available to all park visitors.

All visitors to Tuskegee Institute NHS should have an opportunity to:

- \* Locate the visitor parking lot next to "The Oaks"
- \* Find their way to the George W. Carver Museum to start their visit
- \* Find a restroom and a water fountain at the George W. Carver Museum
- \* Read and understand the exhibits in the George W. Carver Museum
- \* View one of the park's audiovisual programs when desired
- \* Access a tour of "The Oaks" sometime during their park visit
- \* Take a self-guiding tour of the Tuskegee University campus, especially the 50-acre Historic Campus District
- \* Visit the Booker T. Washington monument, and the campus grave sites
- \* Learn that Tuskegee Institute NHS is a unit of the National Park System
- \* Discover that Tuskegee Institute NHS is situated within an active college campus. (Out of more than 4,000 colleges in the United States, only 105 are 'historically black colleges,' and only Tuskegee\* has an NPS unit.)
- \* Comprehend that the story of Tuskegee\* is more than its two most famous figures: Booker T. Washington and George Washington Carver
- \* Learn about Tuskegee's five presidents (over 120+ years) and their roles in the growth of the institution that is today's Tuskegee University
- \* Understand the relationship between the Tuskegee Airmen of World War II and Tuskegee Institute
- \* Be inspired by Tuskegee's great leaders of the past and present
- \* Feel the vibrancy of the present campus that is part of this legacy
- \* Be awakened to their own potential
- \* Have a safe, enjoyable, and fun visit

# VISITOR PROFILES

## Data from the GPRA Visitor Survey Cards

The survey data below is from Tuskegee Institute NHS's 2002 Visitor Survey that was compiled by the University of Idaho.

### 2002 Overall quality of facilities, services, & recr. opportunities

Very good: 75%

Good: 23% (98% satisfaction: combined Very Good and Good)

Average: 2%

### 2002 Specific ratings: facilities, services, & recr. opportunities

<u>Category</u>	<u>Approval Ratings</u>				
<b>Park Facilities:</b>	<u>Very Good</u>	<u>Good</u>	<u>Average</u>	<u>Poor</u>	<u>Very Poor</u>
Visitor Center	85%	15%	0%	0%	0%
Exhibits	81%	17%	2%	0%	0%
Restrooms	69%	31%	0%	0%	0%
Walkways, Trails, Roads	51%	40%	7%	2%	0%
Camp/Picnic Areas	<u>56%</u>	<u>38%</u>	<u>6%</u>	<u>0%</u>	<u>0%</u>
<b>Combined Facilities:</b>	70%	26%	3%	1%	0%

<b>Visitor Services:</b>	<u>Very Good</u>	<u>Good</u>	<u>Average</u>	<u>Poor</u>	<u>Very Poor</u>
Employee Assistance	94%	4%	2%	0%	0%
Interp. Programs	81%	19%	0%	0%	0%
Park Map or Brochure	72%	28%	0%	0%	0%
Commercial Services	<u>75%</u>	<u>20%</u>	<u>5%</u>	<u>0%</u>	<u>0%</u>
<b>Combined Vis. Serv.:</b>	82%	16%	2%	0%	0%

<b>Recreation Ops.:</b>	<u>Very Good</u>	<u>Good</u>	<u>Average</u>	<u>Poor</u>	<u>Very Poor</u>
Learning about ...	93%	7%	0%	0%	0%
Outdoor Recreation	60%	27%	13%	0%	0%
Sightseeing	<u>74%</u>	<u>26%</u>	<u>0%</u>	<u>0%</u>	<u>0%</u>
<b>Combined Recr. Ops.:</b>	81%	17%	2%	0%	0%

## Comments from the GPRA Visitor Survey

The following comments are from the GPRA Visitor Survey:

*"...inspirational -- overcoming obstacles and struggles..."*

*"...reminds us what can be accomplished by dedication and determination..."*

*"...this is a reminder of dignity and the contributions of individuals to our country..."*

*"...it focuses on the achievements of not one, but two great men who had a positive influence on America's history..."*

*"...excellent tour guide..."*

*"...the employees are very friendly and enthusiastic..."*

*"...the ranger was very knowledgeable..."*

*"...a reminder that with perserverance, we and all people can achieve great things..."*

*"...we are white, but consider this museum far more important than most scenic parks..."*

*"...I will return here with my grandchildren so that they may learn about Carver..."*

*"...needs signage and directions from campus entrances to the museum..."*

*"...more of the buildings on campus need to be renovated..."*

*"...visitor center was great; sidewalks due to construction were not wheelchair friendly..."*

*"...I like the bookstore..."*

*"...I am 53 years old, and have learned so much here; I can really see what it was like then..."*

*"...Booker T. Washington helped to further the education of many young people who in later life became self-sufficient and had businesses..."*



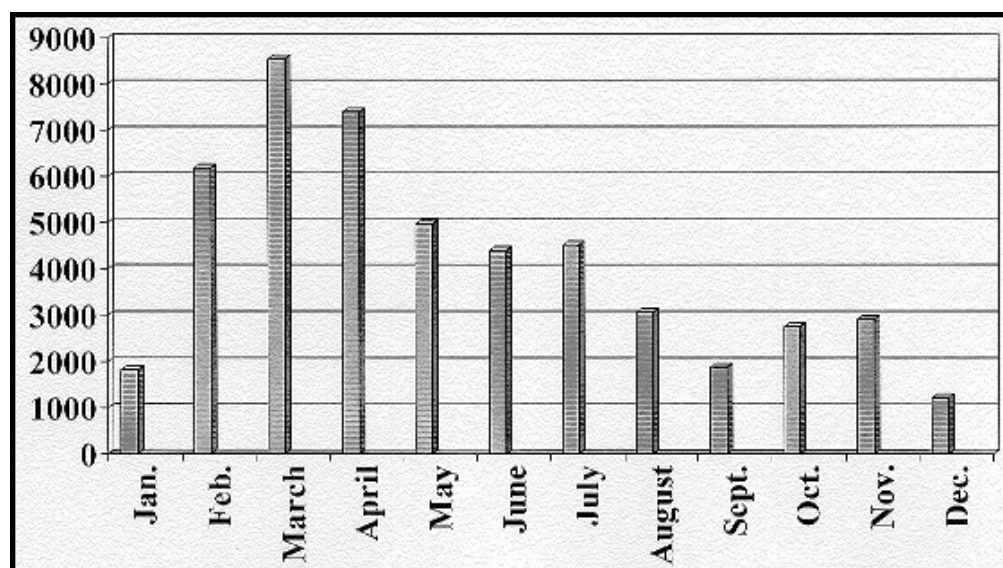
## Visitation Statistics

### Annual Visitation, 1998-2001

1998: 48,377	2000: 57,954	2002: 49,113
1999: 54,562	2001: 37,843	2003: _____

### Monthly Visitation, 1998-2002

	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
January	1,769	2,345	2,084	1,674	1,172
February	5,709	6,686	8,353	5,107	5,024
March	7,603	9,413	8,174	5,675	11,795
April	5,703	9,264	11,524	6,363	4,107
May	9,059	5,163	5,314	2,396	2,886
June	3,501	3,425	4,726	5,823	4,494
July	3,339	4,651	5,666	3,230	5,729
August	3,389	3,646	3,337	1,953	2,902
September	2,249	2,221	2,098	811	2,048
October	1,794	3,012	3,340	2,007	3,597
November	2,766	3,778	2,715	1,896	3,342
December	<u>1,496</u>	<u>1,048</u>	<u>623</u>	<u>908</u>	<u>2,018</u>
	48,377	54,562	57,954	37,843	49,113



*Monthly visitation averages (from 1998-2002) for Tuskegee Institute NHS*

## Seasonal Visitation Trends

### Winter:

The winter months are the busiest time of year at Tuskegee Institute NHS. Visitation in January starts off slow, but increases as Martin Luther King Jr.'s Birthday approaches. February gets even busier when many teachers schedule 'Black History Month' field trips. March is the year's busiest month at Tuskegee Institute NHS as school group field trips and curriculum-based education programs are in full swing. Two-thirds of the site's visitation come from school and education-related groups.

### Spring:

The onslaught of school groups (with some home-schooled children) to the site continues in April and May. By mid-June the school group field trips diminish as the numbers of "traditional NPS visitors" (visitors with family, friends, or alone) increase. ElderHostel groups (sponsored locally by Auburn University) usually schedule trips in May and June. In late spring, the site also receives busloads of high school students (many who are prospective Tuskegee University students) who are on nationwide bus tours of Historically Black Colleges and Universities (HBCU).

### Summer:

Visitation from mid-June to mid-August is a mix of "traditional NPS visitors" with "Family Reunions" (mostly related to Tuskegee University alumni). In August, the site again receives busloads of high school students on HBCU bus tours as well as Tuskegee University freshmen who visit the site as part of their campus orientation.

### Fall:

Autumn is the slowest time of the year for visitation to Tuskegee Institute NHS. The site gets visits from a few school groups, some TU students (and their parents on weekends), and senior citizens who prefer to travel after the busy summer season.

## Group Type Trends

Of the approximately 50,000 visitors to Tuskegee Institute NHS each year, about:  
35,000 are Education groups; mostly from Public Schools, but some home schools

7,000 are potential Tuskegee students on bus tours of historically Black Colleges

1,000 are Tuskegee University students

1,500 are attending a conference at Tuskegee U's Kellogg Conference Center

500 are with Elder Hostels, or other senior citizen groups

1,000 are related to a Family Reunion activities at Tuskegee University

4,000 are traditional National Park Service visitors and small groups of visitors

These visitor group types are described on the next two pages.

## **Visitor Groups at Tuskegee Institute NHS**

**Education Groups:** approximately 70% of all visitors

Characteristics: Students who range in age from Kindergarten through 12th grade, and are evenly spread among these grade levels.

Use of Tuskegee Institute NHS: Most school groups visit the park in winter, just before, during, and after Black History Month in February. A few groups come in autumn and spring, but most come in winter.

Issues related to this visitor group: Although school groups are supposed to “book” a reservation for their visit ahead of time, some don’t. All school groups visit the George W. Carver Museum, almost all groups go to “The Oaks,” and most groups see one of the audiovisual programs. Most school groups are on a curriculum-based field trip; the park staff is working to improve Education Program materials for these groups.

**TU Students/ prospective TU students:** approx 16% of visitors

Characteristics: High school or college students, mostly 17-21 years old, who are either Tuskegee University students or prospective TU students. All have either a high school or community college education.

Use of Tuskegee Institute NHS: Most of the high school students (those prospective TU students) arrive in buses that are touring Historically Black Colleges & Universities (HBCU) in the spring or summer. Most TU students visit in groups on freshmen orientation tours in late summer; a small number visit on their own, especially if their parents visit.

Issues related to this visitor group: Most HBCU bus groups visit TU near the end of their national tour and their students are tired. All of the HBCU bus groups go to the George W. Carver Museum, and almost all tour “The Oaks,” but very few see one of the audiovisual programs. The park wants to do a better job of coordinating these groups through the HBCU tour operators and the TU office that organizes campus tours.

**Adult Groups:** approximately 6% of all visitors

Characteristics: Most are well-educated adults or senior citizens who arrive in large groups, usually in buses.

Use of Tuskegee Institute NHS: Elderhostels (sponsored through nearby Auburn University) are usually in spring; Family Reunions groups (usually with a TU connection) are held mostly in summer; and conferences (usually at the Kellogg Conference Center) are year-round.

Issues related to this visitor group: Elderhostel and Family Reunion groups come for 2 to 4 hours or more. Conference-related visitors have little time, but want to sample the park. Park needs better coordination.

## Visitor Groups at Tuskegee Institute NHS

**“Traditional National Park Visitors:”** about 8% of all visitors

Characteristics: Most are mixed family groups with children and/or small groups of friends. Most visit the park in spring, summer, and fall; very few of these “traditional NPS visitors” come to the park in winter.

Use of Tuskegee Institute NHS: Most of these “traditional NPS visitors” visit only the George W. Carver Museum. They usually don’t see one of the park’s audiovisual programs or tour “The Oaks” because either they don’t have time (3 hours) to do all these activities, or because the av programs and/or house tours’ “schedule” doesn’t fit their time schedule. However, many of these individuals and small groups take a little time to walk around the Historic Campus District of Tuskegee University.

Issues related to this visitor group: Roadway directional signage, adequate parking, and pedestrian signage from the parking lot to the George W. Carver Museum are critical issues for these visitors. Unlike the park visitors in the previous group types (that are led to/around the park in groups), these “traditional NPS visitors” have to find their way from Interstate 85 and Alabama Highway 81 to the town of Tuskegee, then find the Tuskegee University campus, then find the small parking area on campus designated for park visitors (and hope that all the parking spaces are not taken by illegally parked students), then find their way from the parking lot to the George W. Carver Museum (but not to “The Oaks,” which is next to the parking lot) where they can (finally!) find a park ranger and exhibits to help them start their visit! Just getting to the George W. Carver Museum can be a daunting and frustrating experience. No one knows how many visitors have tried to visit the park, but got lost, couldn’t find parking, or just gave up before they ever really arrived at the park. These “wayfinding” issues must be addressed.

*The George W. Carver Museum (right) should be the first stop for most visitors to Tuskegee Institute NHS. But to get there, visitors must first find the Tuskegee University campus, then the NPS parking lot (and perhaps an open parking space), then walk through the TU campus to find the G.W. Carver Museum.*



# ISSUES AND INFLUENCES

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## Servicewide and National Influences

### **NPS Strategic Plan**

Within its Strategic Plan of 2002—mandated by the Government Performance and Results Act (GPRA)—the National Park Service set a number of long-term Mission Goals to be achieved. Among its goals and initiatives, the National Park Service emphasized the following areas of servicewide priorities for NPS units in its GPRA Strategic Plan:

- \* Preservation of Natural and Cultural Resources
- \* Natural and Cultural Resource Inventories
- \* Visitor Safety and Satisfaction with Park Facilities
- \* Visitor Understanding and Appreciation of Resources
- \* Visitor Demographics
- \* Workforce Diversity
- \* Employee Competencies Training/Certification
- \* Employee Safety
- \* Cost-effectiveness
- \* Partnerships
- \* Education Outreach
- \* Scientific and Historical Research
- \* International Assistance

### **Federal Policies and Laws**

Park managers must abide by numerous federal policies and laws (e.g., the National Environmental Policy Act) when managing park resources.

### **Leadership Changes in the USDI and NPS**

Leadership in the USDI and the National Park Service typically changes with each administration, and usually results in altered priorities.

### **Outsourcing**

Parks are currently being required to study which park functions may be eligible to be outsourced (i.e., contracted to the private sector) via A-76.

### **Maintenance Backlog**

The current administration has earmarked major funding to help the National Park System reduce its backlog of maintenance needs.

### **Homeland Security**

Support for the new Department of Homeland Security—along with upgrading the narrow-band radio system throughout the National Park System—may impact the NPS budget for years to come.

## **External and Regional Influences**

External and regional factors that influence Tuskegee Institute NHS's ability to accomplish its goals include:

### **Tuskegee University**

Park management must cooperate and coordinate with numerous officials at Tuskegee University to accomplish the historic site's goals. Although basic communication does happen, there are many opportunities for coordination that have yet to be explored with the University.

### **Tuskegee Community**

Park management frequently receives feedback from the greater Tuskegee community in the form of letters and verbal comments. Some of this feedback shows a lack of appreciation for Tuskegee's legacy. With this in mind, there is a need for the NPS to share information and skills with the local community.

### **City of Tuskegee**

This factor is not about the park's rare interaction with city government officials, but the city's lack of hotels/motels, restaurants, and other visitor amenities. Because of the lack of amenities, most visitors go to regional cities like Auburn or Montgomery to find lodging and food.

### **Regional/State Tour Packages**

There is great opportunity to "package" and "market" the tourism potential in Tuskegee, Macon County, and the state of Alabama. Some efforts have been explored, but Tuskegee Institute NHS could become a



*Since Tuskegee Institute NHS and its 50-acre Historic Campus District are within Tuskegee University's campus (above), park management must coordinate with numerous University officials to accomplish park goals.*

## **Resource Management Issues**

At Tuskegee Institute NHS, the following resource management issues affect the Division of Interpretation's ability to serve park visitors:

### **“The Oaks,” the Home of Booker T. Washington**

Resource management issues at “The Oaks” mostly relate to the number of visitors on the house tours and the number of staff available to give the tours and assure curatorial care of the house and its artifacts. No more than 20 to 25 visitors should be on any house tour, but often the numbers exceed 25. This usually happens when there are not enough staff to split the larger groups, resulting in tours groups larger than 30.

### **George W. Carver Museum**

Many of the same resource management issues described above for “The Oaks” (e.g., groups that are too large, shortage of staff) also relate to the George W. Carver Museum. The museum also has issues regarding lighting levels, artifact displays, artifact protection, readability/contrast of exhibit text, and the scholarship and content of the exhibit text.



*As the primary historic structure at Tuskegee Institute NHS, “The Oaks,” home of Booker T. Washington (above), contains most of the park’s artifacts and the park’s most pressing cultural resource management issues.*

## **Interpretation Issues**

Within Tuskegee Institute NHS, the following issues affect the Division of Interpretation's ability to serve park visitors:

### **Staff**

As will be addressed later in this LRIP, Tuskegee Institute NHS needs more interpretive staff. Part of the solution to this issue may be the use of student hiring programs to hire more students from the University.

### **Training**

The park interpretive staff needs more training time. Within the current Interpretive Development Program (IDP) of the National Park Service, each interpretive employee needs time allotted for them to study their respective IDP modules and fulfill its requirements. With the pressures of day-to-day responsibilities, these IDP training requirements can be daunting. Beyond the IDP, some employees need training on computer software programs as well as training to perform their collateral duties.

### **Vehicle**

There is currently no park vehicle dedicated to the use of the interpretive staff. Rarely are other park vehicles available, resulting in the use of interpreters' personal vehicles (POVs) to drive to local businesses to purchase supplies, present off-site programs, and other interpretive tasks. Although interpreters are allowed to claim mileage for using POVs (when/if they find the time to fill out the "local travel" form), this issue hinders the timely accomplishment of many interpretive duties.

### **Signage, Wayfinding, and Parking**

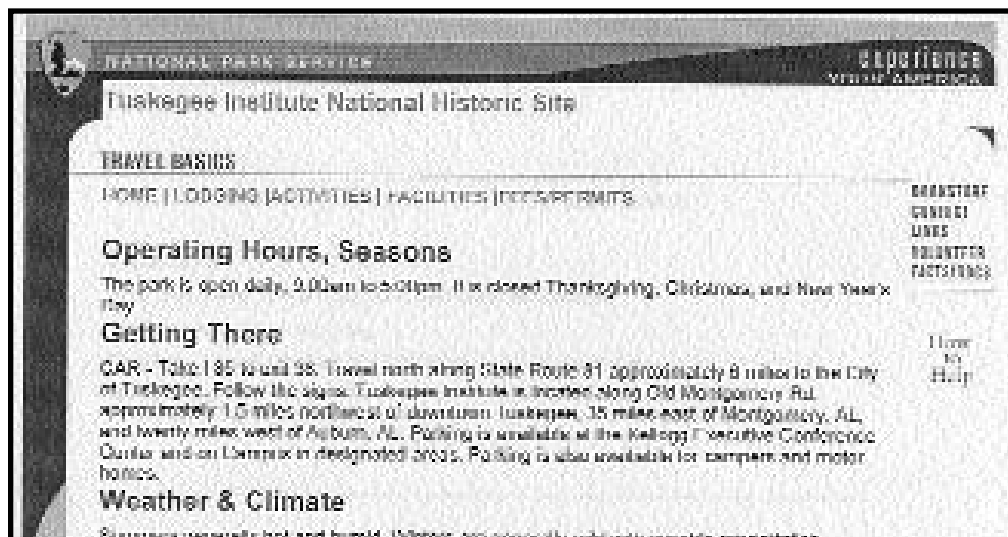
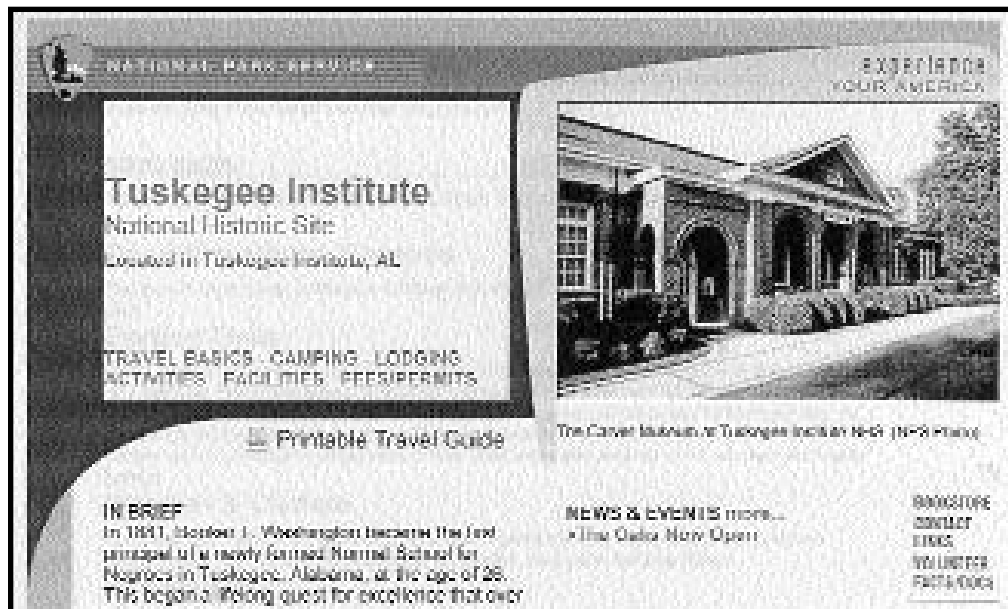
Roadway directional signage, adequate parking, and pedestrian signage from the parking lot to the George W. Carver Museum are critical issues for most visitors. To help with the situation, there is a need for signs that state the accurate location of a place.



# EXISTING CONDITIONS

## Websites

Many visitors gather information about a park before they leave their homes by visiting a park's website and its related links. In 2003, Tuskegee Institute NHS has a standard, NPS -formatted website at [www.nps.gov/tuin/](http://www.nps.gov/tuin/) (below); this site is also linked to the NPS ParkNet website at [www.nps.gov](http://www.nps.gov). Also, the NPS Museum Management Program created a "Legends of Tuskegee" website at [www.cr.nps.gov/museum](http://www.cr.nps.gov/museum) (next page) that features Booker T. Washington, George Washington Carver, and the Tuskegee Airmen. Visitors can also learn more about Tuskegee University and get a "self-guiding tour" of the campus at [www.tusk.edu](http://www.tusk.edu). (next page); this site is linked to Tuskegee Institute NHS.




# Legends of Tuskegee

[HISTORY](#)
[TUSKEGEE 101](#)
[BOOKER T. WASHINGTON](#)
[GEORGE WASHINGTON CARVER](#)
[TUSKEGEE AIRMEN](#)
[TUSKEGEE CAMPUS](#)
[TUSKEGEE MUSEUM](#)
[TUSKEGEE UNIVERSITY](#)

## INTRODUCTION

Who are the Legends of Tuskegee and what do they have in common? Booker T. Washington, George Washington Carver and the Tuskegee Airmen all came to Tuskegee and created their own legends. Tuskegee is more than a town located in Macon County, Alabama. It is an idea and an ideal. It was a bold experiment and a site of major African American achievements for over 100 years.



**Booker T. Washington (1856-1915)**  
 It was at Tuskegee, in the heart of the American South, that Washington founded the "Tuskegee Normal School for Colored Teachers." He built the school (later known as Tuskegee Institute) into a major center for African-American education. He brought the best and brightest African Americans to work with him to fulfill his mission of educating African Americans for self-sufficiency. Washington and Tuskegee Institute became a major political force in America.



**George Washington Carver (circa 1864-1943)**  
 Hired in 1895 by Booker T. Washington to teach agriculture at Tuskegee, Carver spent over 40 years on the Tuskegee campus. An inspired teacher, Carver taught many generations of Tuskegee students. He was committed to increasing African-American farmers' economic independence. Tuskegee Institute became synonymous with Carver and his innovative research on Southern crops and farming methods.



**Tuskegee Airmen (1941-1946)**  
 The school at Tuskegee founded by Booker T. Washington had a well-respected aeronautical engineering program. Because of the Institute's flight program, the U.S. military selected Tuskegee Institute as a place to train African American pilots for the war effort. Aviators came to Tuskegee, Alabama, to hone their flying skills. Their rigorous training at Moton Field and Tuskegee Army Air Field molded over 1,000 pilots into one of the most highly respected U.S. fighter groups of World War II.

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# TUSKEGEE UNIVERSITY

"Creating the path for Excellence in Learning, Research and Service"

Home >> Welcome >> Visiting the Campus >> Tour

- Welcome
- National Historic Site
- Weather Forecast
- Making Plans
- Kellogg Center
- Self-Guided Tour
- Directions
- TU Home

Need >>



Founded in a one-room shanty, near Butler Chapel AME Zion Church in this community, 40 adults represented the first class - Dr. Booker T. Washington the first teacher. The founding date was July 4, 1881, authorized by House Bill 165.

We should give credit to George Campbell, a former slave owner, and Lewis Adams, a former slave, tinsmith and community leader, for their roles in the founding of the University. Adams had not had a day of formal education but could read and write. In addition to being a tinsmith, he was also a shoemaker and harness-maker. And he could well have been experienced in other trades.

W. F. Foster was a candidate for re-election to the Alabama Senate and approached Lewis Adams about the support of African-Americans in Macon County. What would Adams want, Foster asked, in exchange for his (Adams) securing the black vote for him (Foster). Adams could well have asked for money, secured the support of blacks voters and life would have gone on as

## **Signage and Wayfinding:**

After describing a park's website information, an LRIP's description of a park's "existing conditions" typically continues by describing the visitor facilities within the park's boundary. In this LRIP, however, this section will include a description of the highway and pedestrian directional signs that guide visitors to the park and its visitor contact station.

This approach is being used for the primary reason that a Management Analysis conducted by a team from the Southeast Regional Office in 2000 included a 'finding' in its report that stated, *"The team noted that directional and informational signage for Tuskegee Institute NHS is inadequate as well as inappropriate, in that signage does not adequately orient visitors...Orientation for park visitors is also difficult once they pull into the parking lot near 'The Oaks.'"* The report further stated that *"A major emphasis of any planned or scheduled CIP must be proper signage."* With these recommendations from the Regional Office report, it was decided early in this CIP planning effort that a sign specialist would be a member of this LRIP Planning Team. The HFC sign specialist assigned to this LRIP Team (who works at HFC for the NPS Identity Program) wrote the following description and assessment of signs and wayfinding conditions for visitors at Tuskegee Institute NHS:

Tuskegee Institute NHS is accessed from Interstate 85 (I-85). Generally, a vehicle travelling south on I-85 from Atlanta would use exit 38 and a vehicle travelling north on I-85 from Montgomery would use Exit 32. There are Federal Highway Administration (FHWA) brown Road Guide signs at each of these exits. From Exit 32, a vehicle travels south on Alabama Highway 51 (Hwy 51) to U.S. Highway 80 (U.S. 80). A left turn on U.S. 80 and another left turn on West Montgomery Road brings the visitor to Tuskegee Institute NHS. There is a shorter route to the park by turning left on Alabama Highway (Hwy 30) which brings the visitor in along the perimeter of Tuskegee University to West Montgomery Road.

From Exit 38 on I-85, a vehicle travels south on Alabama Highway 81 (Hwy 81) past the location of the new Tuskegee Airman NHS. Hwy 81 makes several turns in the town of Tuskegee, where a right turn on West Montgomery Road takes the visitor through the campus of Tuskegee University where the parking lot for Tuskegee Institute NHS is located.

There are large Road Guide signs along I-85 at Exit 32 and Exit 38. Each one directs travellers to Tuskegee Institute NHS. The Road Guide sign at Exit 32 does not include Tuskegee Airmen NHS. A visitor exiting I-85 at Exit 32 receives no other directional sign information or trail-blazer to help them get to Tuskegee Institute NHS. There is a sign at the short cut on Hwy 30 that directs to Tuskegee University but not the park.

From Exit 38 off I-85 there is a Road Guide sign that directs vehicles to the new Tuskegee Airmen NHS, but no signs to Tuskegee Institute NHS.

## **Signage and Wayfinding (continued):**

The next Road Guide sign along this route does not appear until after the vehicle reaches town. There are no other trailblazers that direct visitors to the parking lot for Tuskegee Institute NHS or direct them back to Tuskegee Airmen NHS along Hwy 81 or West Montgomery Road.

The visitor "experience" begins at the parking lot next to "The Oaks," the home of Booker T. Washington (BTW). There is a small, two-post Park ID/Parking sign fronting West Montgomery Road. It is single-sided and oriented for vehicles arriving from Exit 38. The sign is not visible for visitors coming from the other direction. A second Parking ID/Parking sign directs visitors into the parking lot. There is an overflow and bus parking lot located directly behind the primary parking lot. There are no directional or information signs for this second parking lot.

The primary parking lot for Tuskegee Institute contains 36 spaces. Over time, however, 7 of these spaces have been "acquired" by Tuskegee University staff. An additional 3 spaces are reserved for accessible parking. There are three overflow accessible spaces in the lower parking lot; however, the grade up from the lower lot is steeper than the standard required for Americans with Disabilities Act (ADA) compliance. The rest of the spaces have been taken over by students. This problem is so bad that there are frequently times when there are no spaces available for visitors. This forces visitors into the overflow lot which further challenges the visitors ability to cognitively map their route to the George W. Carver Museum. Two signs at the parking lot indicate the lot is for visitors only, but one is hidden behind shrubs and barely visible. There are no regulatory signs to prevent parking abuse and generally no enforcement from Tuskegee University Public Safety and Security Department.

In the primary parking lot, there is an additional Park sign which leads visitors to believe they have arrived at the park. This sign is confusing for visitors since it is in the parking lot and not the actual destination. There is a post-mounted, glass-door information case and a kiosk in the parking lot; however, the glass case is not used to post information and the kiosk is never staffed. The parking lot is next to "The Oaks" and many visitors believe this is their destination. A sign identifying the "The Oaks" exacerbates this problem. Most visitors end up on the porch of a locked home with no other information to tell them they should go to the Carver Museum which they cannot see from the parking lot or "The Oaks." To reach the Carver Museum, the visitor must choose between two routes: 1) cross West Montgomery Road, turn left, and walk down the sidewalk to the "Frederick Douglass gate" which is directly opposite the Carver Museum; or 2) cross West Montgomery Road and enter the gate directly opposite the parking lot. This brings the visitor into the historic district of the campus where there is currently no directional system to help visitors find the Carver Museum.

## **Interpretive Facilities:**

### **George Washington Carver Museum**

Once visitors park in the NPS parking lot next to “The Oaks,” they should proceed to the George W. Carver Museum which is located on College Drive, next to historic Dorothy Hall and its Kellogg Conference Center, north of West Montgomery Road. Sidewalks lead from Old Montgomery Road to a set of concrete steps down to the museum. The building is identified on the frieze below the roofline, in large letters, stacked in two lines with “George Washington Carver” over “Museum.”

At the top of the steps is a wayside exhibit. As the wayside text explains, the structure that currently houses the George Washington Carver Museum was built as the Tuskegee Institute’s Laundry Building in 1915. Carver set up his laboratory in this building in 1938, then oversaw the building’s conversion into a museum in 1941 to display his life’s work.

The entrance into this rectangular, brick building has no foyer or air-lock. Visitors enter the museum through a set of double doors where a curved reception desk is located to the right. There is no graphic orientation to the historic site and campus. Desk services seem to be congested, being immediately to the right of the entrance doors. The NPS employees and volunteers that staff this desk orient visitors and ring up sales for the Eastern National (EN) cooperating association sales area just beyond the desk. The bookstore area is dimly lit and rather plain.

In the center of the museum space is an open, curved staircase that leads to the lower level. There is a large column within this staircase that has an elevator for visitors in wheelchairs or have other mobility impairments. The lower level has restrooms, an audiovisual room, offices for the park interpretive staff, and curatorial storage areas.

The interior space on the main floor is about 40 ft.-by-100-ft. for a total of about 4000 square feet. The floor is carpet over what is assumed to be a concrete floor. The walls are plaster, and all four walls have a row of tall windows that begin about five feet off the floor. Mini-blinds on the windows control exterior light, and it appears no ultra-violet reduction film covers any of the window glass. The ceiling is about 14 feet high, and there is a suspended, painted, wood-grid framework that supports the track lights. The lamps in the fixtures are compact fluorescent (CFL). HVAC is supplied by exposed painted ductwork above the grid framework. The ceiling has sprinkler heads and smoke detectors and some speakers connected to a PA system with a microphone. The staff records relative humidity with some metering devices. There are four freestanding plug-in dehumidifiers around the space. The building is alarmed at night. A park maintenance employee noted that the building’s AC unit might need to be replaced within a few years.

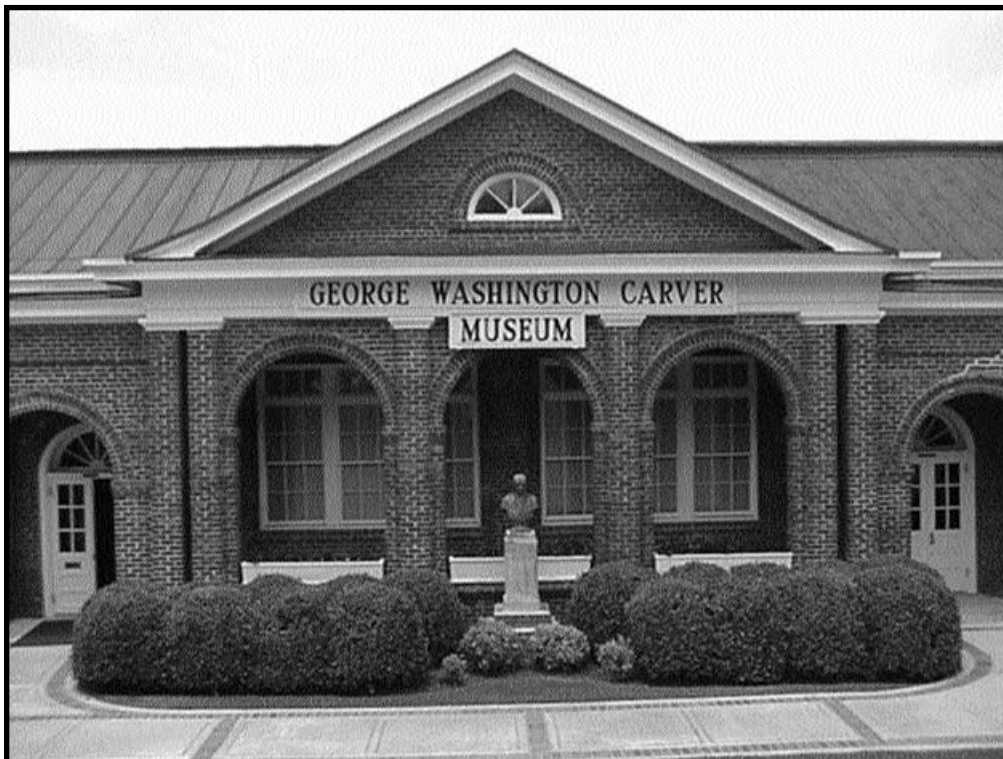
## **Interpretive Facilities (continued):**

### **“The Oaks”**

This large, brick -and-timber, Queen Anne Victorian-style house was the home of Booker T. Washington from 1899 to 1915. Although this house is not a visitor facility per se, many visitors go to its front door first because it is the first building they see next to the visitor parking lot.

### **Park Headquarters Building**


This small brick building (formerly the Tuskegee University president's house) is also not a visitor facility per se. However, because it is signed "Tuskegee Institute NHS Headquarters," and is located on the corner of West Montgomery Road and Franklin Road, it is more visible and “find”-able than the park's visitor parking lot and the Carver Museum. Visitors occasionally stop here to ask an administrative employee how to get to the visitor parking lot and/or the Carver Museum.



*Tuskegee Institute NHS visitors start their visit at the G. W. Carver Museum.*

## Media Conditions: MIDS Summary



Media conditions for all NPS areas are listed in the servicewide Media Inventory Database System (MIDS); the listing of media conditions at Tuskegee Institute NHS is on MIDS web site: [www.hfc.nps.gov/mids/](http://www.hfc.nps.gov/mids/). As of August 2003, the MIDS summary for Tuskegee Institute NHS is:


National Park Service Media Inventory Database System  
**MIDS**

**Listing for Park TUIN, Region SER**

**Inventory Listing: Records 1 to 12 of 32**  
*Select the Media Title link to view a detailed record.*

Park	Media	Last Update	Media Title	Content/Condition Acceptable	Install Date	HFC Produced
TUIN WAY	11/23/1999	<a href="#">Administration Building 1902</a>	Yes / Yes	1999	No	
TUIN AV	08/11/1999	<a href="#">America's Black Eagles</a>	Yes / Yes		No	
TUIN WAY	11/23/1999	<a href="#">Daniel Coatsworth</a>	Yes / Yes	1999	No	
TUIN AV	08/11/1999	<a href="#">Booker T. Washington</a>	Yes / Yes		Don't Know	
TUIN WAY	08/21/1999	<a href="#">Booker T. Washington 1922</a>	Yes / Yes	1999	No	
TUIN WAY	11/23/1999	<a href="#">Boyes Bath House: 1904</a>	Yes / Yes	1999	No	
TUIN WAY	08/21/1999	<a href="#">Carnegie Hall 1901</a>	Yes / Yes	1999	No	
TUIN WAY	11/23/1999	<a href="#">Carver Research Foundation/Tuskegee Campus Institute</a>	Yes / Yes	1999	No	
TUIN FURN	09/16/1999	<a href="#">Conserve Large Furniture Objects</a>	Yes / Yes	1977	Yes	
TUIN WAY	08/21/1999	<a href="#">Dorothy Hall 1901</a>	Yes / Yes	1999	No	
TUIN WAY	08/21/1999	<a href="#">Early Historical Buildings</a>	Yes / Yes	1999	No	
TUIN WAY	08/21/1999	<a href="#">Emory Documentation 1900-1900</a>	Yes / Yes	1999	No	


MIDS Home


<http://www.hfc.nps.gov/mids/GeneralUsers/MainTabSearch.cfm?do=search=yes>
3/11/0

## Media Conditions: MIDS Summary

National Park Service Media Inventory Database System

### MIDS

**Listing for Park TUIN, Region SER**

**Inventory Listing: Records 13 to 24 of 32**  
*Select the Media Title link to view a detailed record.*

Park Media	Last Update	Media Title	Content/Condition Acceptable	Install Date	IIFC Produced
TUIN INTRP	12/19/2001	<a href="#">General Management Plan</a>	No / Yes		Yes
TUIN AV	08/11/1999	<a href="#">George W. Carver</a>	Yes / Yes		Don't Know
TUIN WAY	09/21/1999	<a href="#">George Washington Carver Museum 1915</a>	Yes / Yes	1999	No
TUIN WAY	09/21/1999	<a href="#">Huntington Hall 1900</a>	Yes / Yes	1999	No
TUIN WAY	09/21/1999	<a href="#">Little Theatre 1899</a>	Yes / Yes	1999	No
TUIN WAY	09/21/1999	<a href="#">Mingus Murrey Washington Hall 1897</a>	Yes / Yes	1999	No
TUIN WAY	09/21/1999	<a href="#">Milbank Hall 1909</a>	Yes / Yes	1999	No
TUIN WAY	09/21/1999	<a href="#">Oaks Home (Booker T. Washington Home)</a>	Yes / Yes		Yes
TUIN WAY	02/03/2000	<a href="#">Phelps Hall</a>	Yes / Yes	1999	No
TUIN WAY	02/03/2000	<a href="#">Porter Hall/Huntington Academic Building</a>	Yes / Yes	1999	No
TUIN EXH	02/09/2001	<a href="#">Rebuild the George Washington Carver Museum</a>	Yes / No	1985	Yes
TUIN WAY	11/23/1999	<a href="#">Rockefeller Hall 1903</a>	Yes / Yes	1999	No

National Park Service Media Inventory Database System

### MIDS

**Listing for Park TUIN, Region SER**

**Inventory Listing: Records 25 to 32 of 32**  
*Select the Media Title link to view a detailed record.*

Park Media	Last Update	Media Title	Content/Condition Acceptable	Install Date	IIFC Produced
TUIN WAY	09/21/1999	<a href="#">Tantum Hall 1907</a>	Yes / Yes	1999	No
TUIN WAY	11/23/1999	<a href="#">The Band Place 1881</a>	Yes / Yes	1999	No
TUIN WAY	02/03/2000	<a href="#">The Oaks / 1899</a>	Yes / Yes	1999	No
TUIN WAY	02/03/2000	<a href="#">Timber Hall / 1893</a>	Yes / Yes	1999	No
TUIN WAY	09/21/1999	<a href="#">Tompkins Hall 1910</a>	Yes / Yes	1999	No
TUIN PUBL	11/19/2001	<a href="#">Tuskegee Institute NPS Official Park Map and Guide</a>	Yes / Yes		Yes
TUIN WAY	09/21/1999	<a href="#">Tuskegee Chapel 1896</a>	Yes / Yes	1999	No
TUIN WAY	09/21/1999	<a href="#">White Hall 1910</a>	Yes / Yes	1999	No



## Media Conditions: Exhibits

### George Washington Carver Museum exhibits

The left (as one enters the building), or west, side of the exhibit space tells the George Washington Carver story. The right, or east, side covers the stories of Booker T. Washington, the founding of Tuskegee Institute, and other topics. Most, but not all, of the artifacts are protected by cases, and most cases have gasketing. There is one section of artifacts that is protected by a plexiglass barrier wall, but the wall is open on top, so it isn't really a "case". However, the busts, furniture, and paintings (all apparently are 'originals') are exposed without protection.

Several of Carver's original paintings are exposed, and some seem to be showing damage to the painted surface, either from ultra-violet light, temperature/humidity, visitor damage, or a combination of all three.

The overall exhibit lighting is very dim. Because of the dim light, some of the text is difficult to read. The exhibit stories do not have a very good "flow," many artifacts are not labeled, the connection of some exhibits to Carver is unclear, and many similar artifacts seem to be repeated.



*The George W. Carver Museum has a variety of exhibit cases, open exhibits, wall-mounted photographs and art work, and post-mounted panels as illustrated by this glass-enclosed specimen exhibit (left) and other exhibits shown on the next three pages.*

## Media Conditions: Exhibits

### George Washington Carver Museum exhibits



*Fiber art (above) by George W. Carver on shelves in a glass exhibit case.*



*Mix of plexiglass exhibit cases, a wall-mounted photo panel, and some post-mounted exhibit panels (above) in the George W. Carver Museum.*

## Media Conditions: Exhibits

### George Washington Carver Museum exhibits



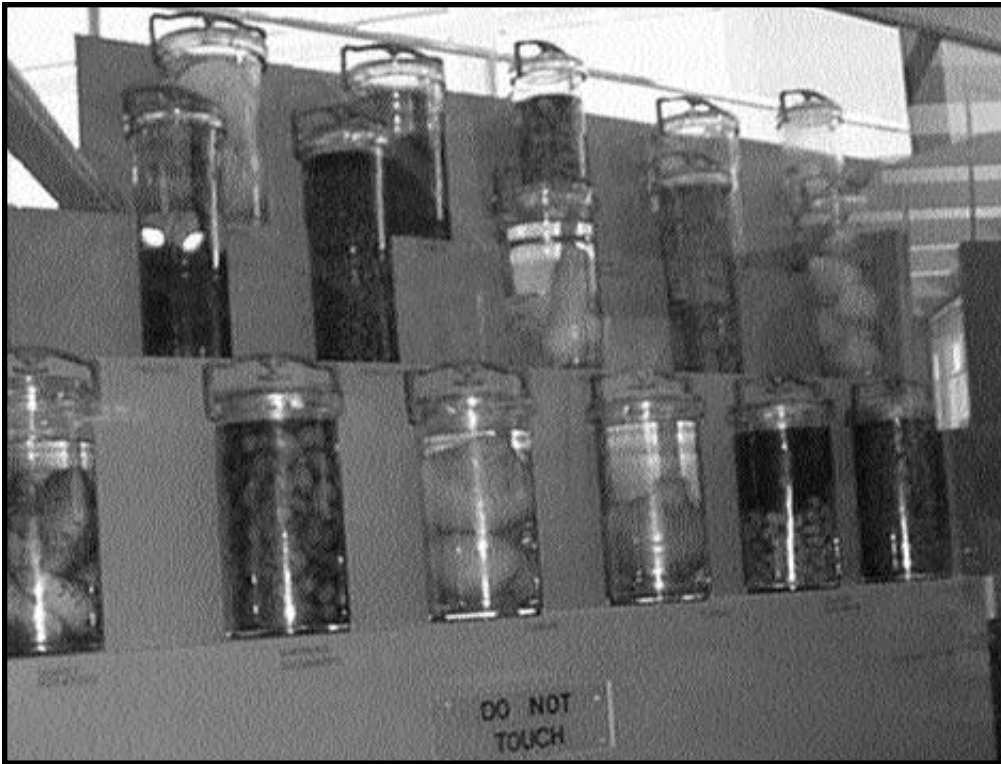
*Exhibit (above) of George Washington Carver's laboratory equipment has a plexiglass front, but no top cover to maintain its environmental controls.*



*In this exhibit (above) of Carver's art materials, note the wood-framed grid hanging from the ceiling that supports most of the museum's lights.*

## Media Conditions: Exhibits

### George Washington Carver Museum exhibits



*Openly displayed jars (above) display some of Carver's vegetable samples.*



*A Jesup Wagon — one of George W. Carver's "School on Wheels" — is on display in the museum along with a number of traditional plexiglass cases.*

## **Media Conditions: Audiovisual Programs**

### **George W. Carver Theater and AV Presentations**

This theater, located in the downstairs area of the Carver Museum, seats about 70 people in removable seating set on a flat floor. In this theater, two, 30-minute video programs are shown upon visitor request: one about the life of George W. Carver and one about Booker T. Washington. These video programs are shown with a video projector and laserdisc with stereo sound system that is located in the interpretive office area.

Both of the current audiovisual programs are too long for most visitors, concentrate on the stories of Carver and Washington, and hardly touch the overall story of Tuskegee Institute's 120+ years of history and impact.

### **Booker T. Washington Theater**

This theater, located in the exhibits area on the main floor of the Carver Museum, is a small audiovisual space which seats about 10 to 12 people. A 19" television is set in a recess high in the theater's wall. This room had been built as a place to showcase the Tuskegee Airmen story before Congress and established Tuskegee Airmen NHS at the historic airfield three miles outside of Tuskegee and placed it under the NPS. This theater is currently used as a place to seat visitors who are late for the start of the video programs in the George W. Carver theater downstairs.

There are ADA concerns regarding access to this room and its programs. Visitors must enter the room by pushing through hanging strips of plastic from the top of the door to the floor. The "press for program" button is above the second riser and completely inaccessible to many disabled visitors, especially those in wheelchairs. Current seating does not offer visitors in wheelchairs a comfortable position to view the monitor.

### **Audio Programs in the Carver Museum**

There are two audio programs in the Carver Museum currently running on 8-track systems and heard through hand-held phone sets. However, there is little or no ability to control the phone sets' volume, currently at disruptive levels, and the clarity and quality of the recordings are poor.

### **Public Address System in the Carver Museum**

This system is used to announce shows playing in the auditorium or to page visitors. It is currently a simple, 15- to 20-year-old system with prominent speakers and no ability to page the lower (auditorium) level.

### **VCR in "The Oaks," the home of Booker T. Washington**

An unfurnished room has been set aside on the first floor of "The Oaks" for those visitors who are unable to climb the stairs to see the home's second floor. In this room, visitors can view a small TV/VCR that plays a videotape of silent footage, which gives an overview of the house.

## Media Conditions: Wayside Exhibits

### “The Oaks,” home of Booker T. Washington

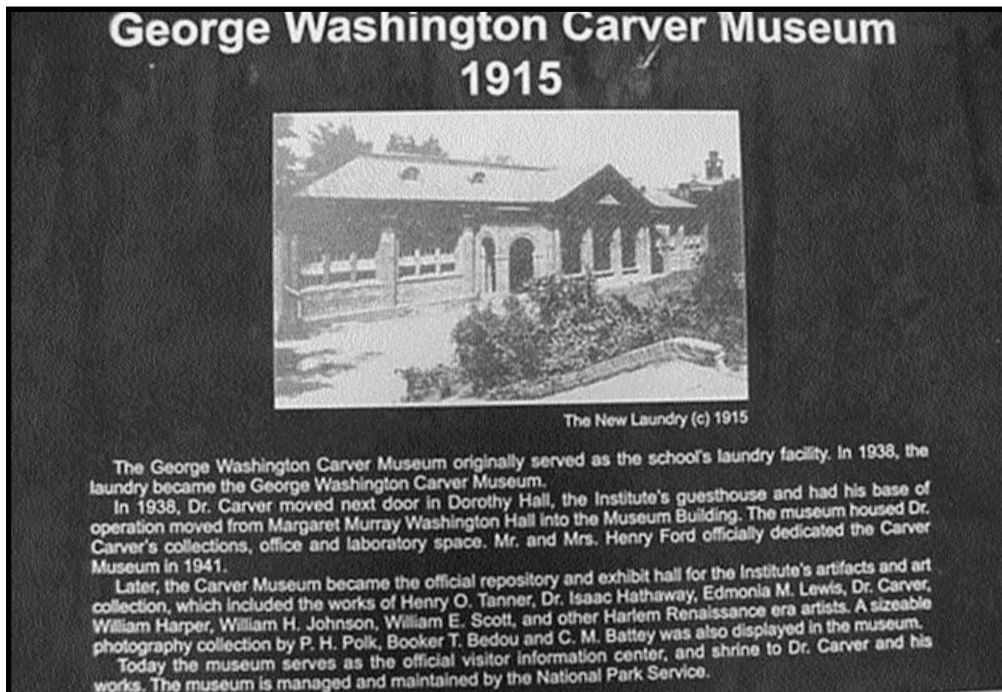
At the northwest end of the parking lot next to “The Oaks” is a bulletin case that lists park operating hours. Its placement is not in the flow of routine traffic, nor is it appealing enough to draw visitor attention. There are three etched- and- anodized aluminum wayside exhibits near the house: one along the entrance sidewalk, and two behind the house. These wayside exhibits are primarily building identifiers, factual in content, and do not meet NPS standards for wayside exhibits.

### George W. Carver Museum

There is one etched- and- anodized aluminum wayside exhibit which is located at the top of a set of concrete steps leading down to the Carver Museum. This wayside exhibit is primarily a building identifier, factual in content, and does not meet NPS standards for wayside exhibits.

### Campus Historic District of Tuskegee University

Some 20 or so etched- anodized- aluminum wayside exhibits, installed in 1999 (according to MIDS), are scattered about the historic district. These exhibits are largely building identifiers, factual in content, and do not meet NPS standards for wayside exhibits. Though most of the graphics used are historic images, they typically mimic the building scene existing today, rather than adding perspective or insight of the subjects for visitors. Several of the exhibits are oddly placed, facing away from the subject or they are out of the main pedestrian traffic flow.



*Aluminum wayside exhibit that is typical of those found throughout the site.*

## **Media Conditions: Historic Furnishings**

### **The Oaks, Home of Booker T. Washington**

#### **Approach**

Although the existing “signing and wayfinding” situation was described in detail on pages 22-23, the points raised below relate directly to how visitors approach “The Oaks.” Visitors in cars or buses typically approach ‘The Oaks’ by exiting Interstate 85 onto State Route 81 from which they drive about three miles following signs to the West Montgomery Road and “The Oaks.” To the south of and behind “The Oaks” are two National Park Service (NPS)-owned parking lots, one at the same grade as the house, the second at a lower grade connected by steps.

Because the NPS parking lot is adjacent to Tuskegee University's library, students, faculty, and staff quickly fill the NPS lot with their cars, leaving no parking spaces for visitors to Tuskegee Institute NHS. While the NPS has allotted a few parking spaces to the University (these spaces are clearly marked for University use), students, faculty, and staff frequently fill up all of the lot's remaining spaces. To function as a unit of the National Park System, the site needs to enforce a strict "no parking" policy to anyone except visitors to ‘The Oaks’ and the Carver Museum.

Although signs at ‘The Oaks’ direct visitors to the site's de facto visitor orientation center at the Carver Museum (located across West Montgomery Road on the Tuskegee campus, about 150 yards from “The Oaks”), the directional signs are difficult to find and follow. At the Carver Museum, the site staff encourages visitors to see ‘The Oaks’ which requires that visitors retrace their steps, cross West Montgomery Road, and mount the steps of the porch to “The Oaks” and its entrance.

An electric lift is available to assist visitors in wheelchairs and other visitors with physical disabilities.

#### **Entrance**

The entrance to “The Oaks” is its front door. A freestanding signboard outside the front door lists times for the house tours. All house tours are lead by an NPS staff member or a volunteer. Many house tours are scheduled by groups; unscheduled visitors are allowed to join a scheduled group tour, or wait for a later tour to begin. While standing on the porch, a tour leader asks visitors to touch the brick wall of the house imploring that the visitor is touching a piece of history. Touching artifacts is not allowed in the house. No fee is collected.

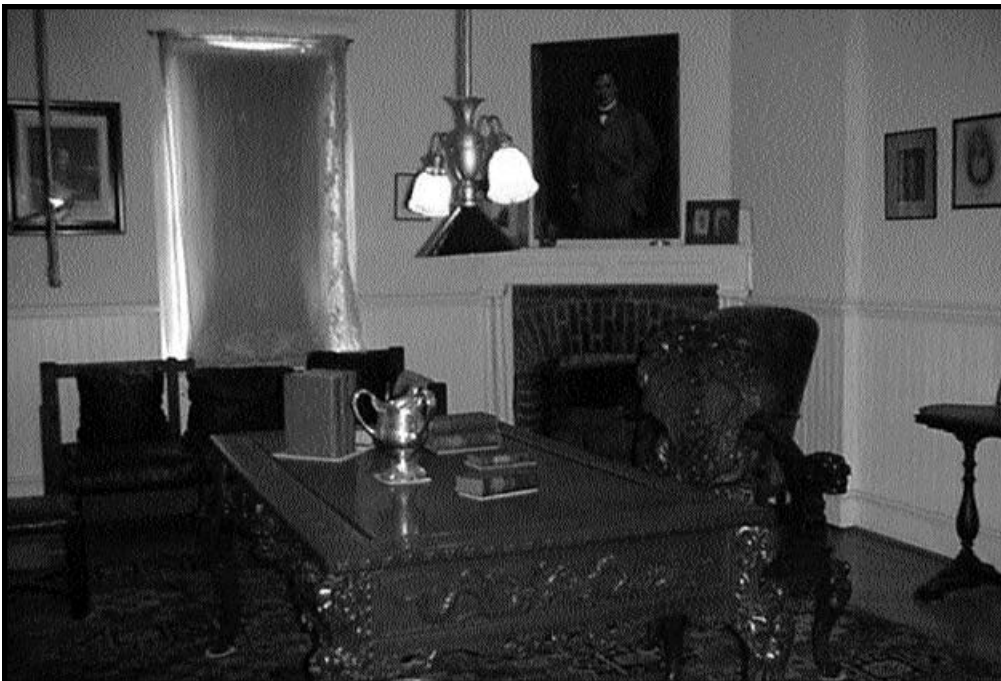


## Media Conditions: Historic Furnishings

### The Oaks, Home of Booker T. Washington



*Entrance sign for “The Oaks” (above) that visitors pass on their way to the house’s porch and entrance which can be seen beyond the entrance sign.*



*Booker T. Washington’s den (above) on the second floor of “The Oaks” is usually the last room visitors see if they take the ranger-led house tour.*



## **Media Conditions: Historic Furnishings (cont.)**

### **The Oaks, Home of Booker T. Washington**

#### **Protection**

The structure of “The Oaks” is protected by smoke and motion detectors, which appear to be in use and functioning properly. No one on the current NPS staff is a federal law enforcement officer. Tuskegee University, however, has a full-time law enforcement staff, as does the City of Tuskegee and the Alabama State Police. The presence of these non-NPS agencies assures at least some protection to the site.

The artifact collections of “The Oaks” are kept in surveillance by an NPS guide who leads individuals and groups through the exhibit areas. Because some groups can number as many as 30, a group leader simply cannot keep control of the group, interpret the collections, and ensure collections are not being touched. Deterrents include stanchions and runners, both of which seem to help keep visitors on the tour route.

#### **Lighting**

In keeping with accepted conservation practice, light levels in areas with collections are purposely low. Interior window blinds are kept closed. The main light sources are reproduction fixtures with 10-watt bulbs. Some fixtures are purposely missing their bulbs to keep light levels low.

Even after a visitor has been inside and has become acclimated to the low light level, the interiors of “The Oaks” appear dark. In part, this darkness can be attributed to dark maroon paint on the walls, varnished woodwork, and dark carpeting (see photograph on next page). Mostly, however, the darkness results from the lack of natural and artificial light.

The interiors appear dreary. Lighting of the stairway to the second floor does not exist. Visitors ascend and descend low-risered carpeted stairs in alarming darkness. Lack of light on the stairway is a safety hazard.

#### **Circulation**

The tour route leads from the entrance hall to the parlor, library, and dining room on the first floor. Then visitors retrace the route to the stairs leading to the second floor. On the second floor they walk past empty bedrooms to Booker T. Washington's study. After seeing the study, visitors retrace their route to the front steps which they descend.

The present circulation route requires visitors to reverse their route from the dining room to the entrance hall stairs and also from the second floor study to the stairs. If the house is crowded with a group tour (most visitors are school children) the tour route is congested with children walking in files against one another. When this occurs on the stairs, a safety hazard exists; when this occurs elsewhere, confusion occurs.

## Media Conditions: Historic Furnishings (cont.)

### The Oaks, Home of Booker T. Washington

#### Interpretive Content

Interpretation on the guided tour currently covers a number of topics: the structure's history ("The Oaks" was designed by R. W. Taylor, the first black graduate of the Massachusetts Institute of Technology, and was built in 1899 with bricks made by students and with student labor), the structure's advanced technology (first home in Macon County with indoor plumbing and electricity), the structure's relationship to students and faculty (Dr. Washington invited students and faculty for hot chocolate and a cookie after Sunday worship), the structure as learning laboratory (domestic economy students lived in the house and learned how to manage a home), "The Oaks" as home to a family (stories of Booker T., Margaret, and children and stepchildren Portia, Booker T. Jr., and Ernest Davidson), "The Oaks" as place to receive dignitaries (benefactors, the President of the U.S., academics), "The Oaks" as place of events (wedding of Portia), "The Oaks" as reflecting late Victorian modes (formality of addressing "Mr. Washington" and "Mrs. Washington" during proper sit-down evening meals), and "The Oaks" as a early furnished historic museum (in 1925 the Tuskegee Women's Club bought many original furnishings of Dr. Washington's study and installed them there).

#### Modes of Interpretation

The only mode of interpretation appears to be personal services. Within 'The Oaks' no use is made of audiovisuals, labels, interior way-sides, publications, or exhibits to support the ranger-led house tours.



*The Washington family's piano (above) in the Living Room of "The Oaks" shows the house's typically dark furniture, carpets, walls, and furnishings.*

## Media Conditions: Publications

### Unigrid Folder

In 1978, Harpers Ferry Center first developed Tuskegee Institute NHS's 2-color unigrid brochure. With 30,000 brochures being printed every two years, approximately 15,000 copies are distributed annually. In 2002, the NPS arrowhead logo was added to the brochure's title band.

The current brochure's front features a historic photograph of Tuskegee Institute students laying bricks for one of the school's original buildings, followed by text describing the school's history from 1881 through the mid-1900s. The bottom of the brochure's front side is divided into two sections; one side summarizes the life of Booker T. Washington, and the other side summarizes the life of George Washington Carver.

The top of the brochure's back side contains a medium-size map of Tuskegee University (that highlights the 26 buildings within its Historic Campus District) and a smaller map showing the roads leading into the Tuskegee area. The bottom of the back side displays a collection of ten historic photographs that highlight Tuskegee Institute's first 30 years.

The brochure's content has a number of failings: it places too much emphasis on Booker T. Washington and George W. Carver, and not enough emphasis on Tuskegee Institute; its photographs emphasize the school's first 30 years and do not illustrate its entire 120+ years; and its campus map does not give enough detail of Tuskegee's Historic Campus District, nor does it help visitors find their way around the park. The original of the existing brochure is still on "mechanical boards," which means that any future changes will be time-consuming and costly, and further changes will have to be minimal. When this brochure is changed to a digital format and photograph "use rights" are repurchased, it should be re-designed and updated to correct its shortcomings.

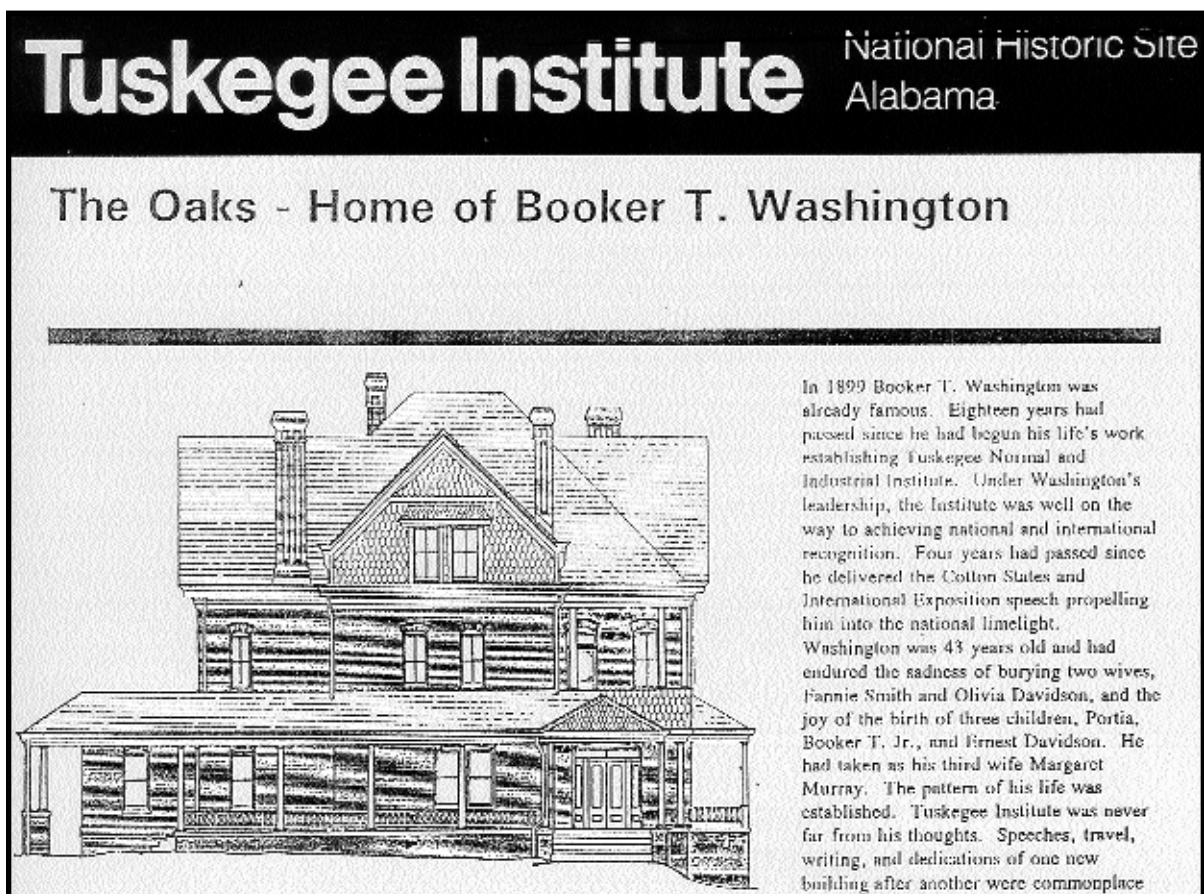


## Media Conditions: Publications

### Site Bulletins

Tuskegee Institute NHS has developed the following Site Bulletins:

- - The Oaks, Home of Booket T. Washington (cover is shown below)
- - The George Washington Carver Museum
- - Booker T. Washington: Biographical Notes
- - The Sweet Potato Products
- - Peanut Products
- - The George Washington Carver Bulletins



### Eastern National Sales Items

The sales area at Tuskegee Institute NHS's Carver Museum is stocked with a variety of books and other sales items sold through the Eastern National (EN) cooperating association. EN's booklist has almost 200 booklet and book titles, with prices ranging from \$1.00 to \$50.00. This sales area also offers postcards, focus cards, posters, maps, stamps, slide strips, videotapes and other audiovisual products, and other miscellaneous sales items. This EN outlet grosses approximately \$40,000 a year.

## Interpretive Programs: Current Staffing

In FY 2003 the park staff at Tuskegee Institute NHS is:

<u>Position Title</u>	<u>Status</u>	<u>Grade</u>	<u>FTE</u>	<u>Incumbent</u>
Chief of Res. Educ.	Permanent	GS-12	1.0	Tyrone Brandyburg
Park Ranger	Permanent	GS-9	1.0	Robyn Harris
Park Ranger	Permanent	GS-9	1.0	Shirley Baxter
Park Ranger	Permanent	GS-9	1.0	David Carney
Museum Specialist	Permanent	GS-9	1.0	Teresa Valencia
Park Ranger	Part-time	GS-4	0.5	Kenny Davis
Park Ranger	Seasonal	GS-4	0.3	vacant
Work - study Student	Partnership w/TU		N/A	Lashon Crum
Work - study Student	Partnership w/TU		N/A	Tabitha Morton
Total FTE				5.8

plus 25+ volunteers in Interpretation who contribute 2,000+ hours/year

plus 2 volunteers in Curatorial who contribute 200+ hours/year

With the above-listed Interpretive staff, Tuskegee Institute NHS is able to offer the following visitor services and interpretive programs:

**George W. Carver Museum** -- open 9:00am - 4:30pm, 7 days a week; staff information desk, Eastern National sales, orient visitors and groups

**"The Oaks," Home of Booker T. Washington** -- a schedule of ranger-guided programs is available at the George Washington Carver Museum. More information is available at the visitor center desk at the Carver Museum. All programs begin at the Carver Museum.

**Moveable School Education Programs** --curriculum-based programs are two hours in length, start at 9:00 a.m. and 11:00 a.m., and must be scheduled two weeks in advance; serves about 35,000 students a year

**Education Program for Adult Groups** -- group reservations available for ElderHostel tours, Family Reunion groups, and Conference groups in spring and summer; serves about 3,000 adults in 50 groups per year

**Education Program for College Groups** --group reservations are available for Historically Black College bus tours, Tuskegee University freshmen orientation groups, and High School Visitation Day students in spring and summer; serves about 8,000 students in 80 groups per year

**Off- site Programs for Organizations** - -available on request; rangers speak to service organizations, community groups, other museums, etc.

**"The Oaks," Home of Booker T. Washington** -- Curatorial and housekeeping services for the historically furnished rooms and artifacts.

## Interpretive Programs: Personal Services

The duties of the interpretive staff at Tuskegee Institute NHS include:

	<u>Hours</u>	<u>FTEs</u>
* Conduct Interpretive Programs:	1,196	0.6
* Education Program:	1,145	0.6
* Visitor Center Operations:	1,064	0.5
* Information Requests:	832	0.4
* Special Events (and preparation time):	640	0.3
* Public Affairs:	572	0.3
* Comprehensive Planning (CIP):	520	0.3
* Community Outreach:	520	0.3
* Donations:	440	0.2
* Supervision:	350	0.2
* Junior Ranger Program:	345	0.2
* TUIN Webpage:	302	0.1
* TUIN Newsletter:	280	0.1
* Resource Management:	260	0.1
* Volunteer (VIP) Program:	260	0.1
* Reports such as VIP reports, MPU reports, etc.:	244	0.1
* Interpretive Media:	150	0.1
* Audiovisual:	139	0.1
* Law Enforcement:	102	0.05
* Eastern National sales area:	101	0.05
* Conduct Visitor Survey:	100	0.05
* Library:	90	0.05
* Employee Leave (Annual, Sick, Admin., Holidays)	<u>2,088</u>	<u>1.0</u>
Total hours & FTEs needed for all Ranger duties:	<b>12,100</b>	<b>5.8</b>



# FUTURE INTERPRETIVE PROGRAM



# **NON-PERSONAL SERVICES (MEDIA)**

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## **Background**

In October 2000, a team from the Southeast Regional Office conducted a “Management Analysis” at Tuskegee Institute NHS as well as the three NPS areas of Tuskegee Airmen NHS, Selma- to - Montgomery NHT, and Horseshoe Bend NMP. The “findings” of their analysis—summarized in a memo dated January 2, 2001—included the following excerpts:

*“...erosion of historic character and theme of Tuskegee Institute...”*

*“...need to update current plans and programs in such areas as the General Management Plan, Statement for Interpretation, Scope of Collections, Comprehensive Interpretive Plan (CIP) at Tuskegee...”*

*“...directional signs [for motorists] and informational signage [wayside exhibits for pedestrians] at Tuskegee Institute NHS are inadequate, as well as inappropriate, in that signage does not adequately orient visitors...Orientation for park visitors is also difficult once they pull into the parking lot near ‘The Oaks’...A major emphasis of any planned or scheduled CIP must be proper signage.”*

*“...The Carver Museum needs an exhibit plan to correct the flow of visitor traffic and improve the display and interpretation of the history of the site...temporary exhibits and other extraneous...items not associated with an exhibit plan should be removed...”*

Other sections of the Management Analysis implied that improvements were also needed in the Tuskegee Institute NHS’s audiovisual programs (films, videotapes, and audiotapes) in the George W. Carver Museum, as well as in the interpretive programs, artifacts, and supporting media in “The Oaks,” the home of Booker T. Washington.

Since many of the Management Analysis findings in 2000 related to interpretive media concerns at Tuskegee Institute NHS, park management requested that HFC include the appropriate media specialists on the Comprehensive Interpretive Planning team to address these issues.

The recommendations (“non-personal,” or “media” as well as “personal services” recommendations) on the following pages were written by HFC media specialists following a Long-Range Interpretive Plan (LRIP) workshop held at Tuskegee Institute NHS in December 2002.

Note from John Beck of SERO: Interpretive developments pending at Tuskegee Airmen NHS (e.g., the National Center at Moton Field) might have substantial impact at Tuskegee Institute NHS. The future changes at Tuskegee Airmen NHS may influence facility and interpretive program needs at Tuskegee Institute NHS for the next 5 to 10 years.

## Website:

Many visitors to National Park Service areas start their “visit” by finding the basic park information on the Internet. (Many of these “visitors” to a park’s website never actually go to the park, and are known as “virtual visitors.”) The existing website for Tuskegee Institute NHS is adequate for most visitors. However, it could be improved in the following areas:

*\* Expand the “directions to the park:” The current directions are oversimplified (e.g., “follow the signs”). The driving directions need to include street names, landmarks to look for, parking options, and how to find the George W. Carver Museum from the parking lot/s.*

*\* Add some “Education Program information:” The current website states “contact the park for more information.” The website should provide a summary of the Education Program options for teachers.*

*\* Add an “In-depth” website link to make more interpretive content available to the public.*

## **Signage and Wayfinding:**

### **Summary of General Conditions**

After a potential visitor to Tuskegee Institute NHS visits the park's website, the next step is for most visitors to drive to and find this historic site.

Tuskegee Institute NHS is a "hidden" park that requires a 3 to 5-mile journey off Interstate 85 (I-85) to find. The directional signs off I-85 are confusing. Tuskegee Institute NHS is identified along I-85 with Road Guide signs at two separate exits off I-85 — exit 32 and exit 38. (Tuskegee Airmen NHS is not currently identified along I-85 in either direction at either exit.) There are only two other Road Guide signs directing visitors once they have exited off I-85; one on Highway 81 for Tuskegee Airmen NHS, and one in town for Tuskegee Institute NHS. There are no additional trailblazers to aid in directing visitors to the site.

The parking lot for visitors is situated between "The Oaks," the home of Booker T. Washington, and the Library for Tuskegee University. This parking lot is difficult to find as visitors drive along West Montgomery Road because the lot's sign is oriented only for vehicles arriving from the east. The visitor parking lot contains 36 spaces; however, 7 of these spaces have been "acquired" by Tuskegee University staff, and an additional 3 spaces are reserved for accessible parking. Most of the remaining 26 spaces are frequently taken by students. Two signs at the parking lot indicate the lot is for visitors only, but one is hidden behind shrubs and is barely visible. The parking lot is continually used by University staff and students. There are no parking regulatory signs to discourage parking abuse and there is little or no enforcement from the Tuskegee University Police.

This situation forces most park visitors to use the overflow parking lot which further challenges their ability to cognitively map their route to the Carver Museum. There are three overflow accessible spaces in the overflow parking lot; however, the grade up from the overflow parking lot is steeper than the 1" to 8" standard required for compliance with the Americans with Disabilities Act (ADA) guidelines.

Signs at the visitor parking lots provide a confusing message. Signs at or near the parking lot do not provide the necessary information to orient visitors to Tuskegee Institute NHS or help them find the George W. Carver Museum.

## Signage and Wayfinding (continued):

### Recommendations:

- \* Improve the Road Guide signs on Interstate 85 (I-85). Change signs to identify both Tuskegee Airmen NHS and Tuskegee Institute NHS.*
- \* Make exit 38 off I-85 (at Alabama Hwy 81) the primary exit to Tuskegee Institute NHS and Tuskegee Airmen NHS. This serves three purposes: it eliminates the more difficult arrival route along Hwy 51 off of I-85; it links both the Tuskegee Airmen and Tuskegee Institute sites together along the same route; and it maximizes the messaging on signs, thereby saving costs by signing one route instead of two.*
- \* Provide a vehicular trailblazer sign system from I-85 along Alabama Hwy 81 to West Montgomery Road to reinforce this route. Include mileage on these signs to comfort visitors. Sequence these signs to cover confusing areas where Hwy 81 intersects other roads.*
- \* Because the visitor parking lot is difficult to find as you arrive on the Tuskegee campus, provide a trailblazer sign with a directional arrow from each direction on Old Montgomery Road to forewarn visitors, encourage them to slow down, and look for the parking lot.*
- \* Provide new “Tuskegee Institute NHS visitor parking lot” (and NPS Identity) signs; install them so they are oriented for two-way traffic.*
- \* Eliminate the park identity sign at the parking lot. Since this is not the final destination, it should not be signed with a park identity sign.*
- \* Provide signs with clear language that this parking lot is for park visitors only, and that violators will be ticketed and towed. The park staff must work with the Tuskegee University police on this problem. When visitors cannot find a place to park, they will simply move on.*
- \* Eliminate parking spaces and permits for Tuskegee University staff.*
- \* Relocate the ADA-accessible parking spaces in the lower lot to the upper visitor parking lot, and provide clear signage for these spaces. Parking lot signage should carry the ADA Accessibility symbol.*
- \* Eliminate the Kiosk structure and glass bulletin case. Provide a new visitor orientation system to help direct visitors to the Carver Museum. (See the recommendations in the Wayside Exhibit section.)*
- \* Provide pedestrian trailblazers to help direct visitors from the parking lot to the Carver Museum. These signs will need to be coordinated with new post standards developed by Tuskegee University.*
- \* Replace old NPS Arrowheads with new NPS Arrowhead standard.*
- \* Provide a new park identity sign at the Carver Museum to support the sign on the front of the museum. Remove the existing NPS sign.*

## Facilities:

### George Washington Carver Museum

The primary visitor facility at Tuskegee Institute NHS has been and will continue to be the George W. Carver Museum.

*\* A qualified building inspector (who could be recommended by Denver Service Center or Southeast Regional Office) should assess this structure's condition. The inspection should include a thorough review of the building's mechanical and electrical systems. Any structural changes to the Carver Museum would have to be cleared through the Alabama State Historic Preservation Office (SHPO).*

*\* If it is determined that renovations (either structural, mechanical systems, or electrical) are needed, it is critical that the planning for this work be developed in close coordination with any exhibit planning and design. For example, if the building were to require a new HVAC system, the upgrade should include dehumidification so that existing floor dehumidifier units could be removed to allow more space for exhibits. Recent and upcoming upgrades or additions to the Carver Museum (based on PMIS entries and approvals) include:*

*\$ 29,790 in FY 2002 to install Energy-efficient Lighting for Exhibits*

*\$ 65,000 in FY 20\_\_ for preservation of the G. W. Carver Museum*

*\$ 33,500 in FY 20\_\_ to paint the exterior of the G. W. Carver Museum*

*\$ 35,000 in FY 20\_\_ to replace two AC units at the Carver Museum*

*\$ 73,764 in FY 20\_\_ to replace HVAC system at G. W. Carver Museum*

*\$ 42,000 in FY 20\_\_ to replace the carpet in the G. W. Carver Museum*

*\$109,000 in FY 2003 to replace info desk & elevator at GWC Museum*

*\$ 26,136 in FY 2003 to develop the Carver Discovery Laboratory*

### "The Oaks"

Although not a visitor facility per se, many visitors go to "The Oaks" first because it's next to the visitors parking lot. Upcoming upgrades to "The Oaks" (based on PMIS entries and approvals) include:

*\$ 35,060 in FY 20\_\_ to paint the exterior of "The Oaks," Home of BTW*

*\$ 73,000 in FY 20\_\_ to replace the HVAC system at the Home of BTW*

*\$110,000 in FY 2004 to construct a new curatorial storage building*

### Kiosk in the Parking Lot

*\* Based on a recommendation from the December 2002 LRIP workshop, the information kiosk in the visitor parking lot was removed.*

## Exhibits

### George Washington Carver Museum

#### Entry Sign

Although the Tuskegee Institute NHS brochure identifies the Carver Museum as the visitor orientation center, there is nothing outside the museum to suggest that this is where a visitor should go to get oriented to the park. It appears to most visitors that this building is the George Washington Carver Museum, only.

*\* It is recommended that the museum's outdoor signage be changed: keep the historic sign on the front of the Carver Museum, but add a new, second sign for clarification (suggested wording would be Tuskegee Institute National Historic Site Visitor Information Center or Tuskegee Institute National Historic Site Visitor Center). Whatever wording is chosen for the secondary sign, it should be clear to visitors—as they approach this building—that this structure has multiple uses: it houses the George W. Carver Museum; it is the place to get information and orientation to Tuskegee Institute NHS; and it provides information about the Tuskegee University campus. (Note: this is the same recommendation stated as stated on the bottom of page 49 in the “Signage and Wayfinding” recommendations.)*

#### Objects/Artifacts

In 2002, Barbara Cumberland of HFC's Conservation Laboratory, conducted a Collection Condition Survey for Tuskegee Institute National Historic Site. Within this document, several recommendations were made concerning the museum collection. Several items currently need immediate attention from a professional conservator, before they are lost forever. Other items have been listed as needing treatment, but have been given lower priority. Currently, there are about 25 items that are on the high priority list, while the sections of the collection falls in the middle. The deterioration of the museum collection has been caused by lack of care as well as exposure to ultra-violet light, pollution, and the lack of humidity and temperature control.

Due to ongoing budget constraints, the park lacks the necessary funding and personnel needed to address each deficiency. It is imperative that the park secure funding in order to purchase supplies as well as hire additional employees to meet the daily tasks at hand of conducting historic housekeeping as well as environmental and pest monitoring.

*\* It is recommended that the park add a vestibule or foyer to act as an airlock at the museum's visitor entrance doors to improve challenges associated with the inflow of exterior air into the exhibit space, and the outflow of building's conditioned air.*

## Exhibits (continued)

### George Washington Carver Museum (continued)

#### Lighting

The current exhibit experience could be improved by increasing the light levels which would make the whole area in generally much brighter.

*\* Add or replace light fixtures (assuming the existing circuits would handle this), and perhaps increase the wattage of all bulbs. This increase in light levels should be done in consultation with a conservation professional, to be sure that increased light would not damage the paintings or any of the organic objects on display. (Note: \$29,790 was approved in FY 2002 to install energy-efficient lighting)*

#### Exhibits

Many of the existing historic photos appear to be high quality, and could be converted to large photomurals. The size of many of the exhibit titles could be increased to help visitors find their way through the space. Although it would be possible to keep the existing museum exhibits and make piece-meal improvements, this approach is not recommended.

*\* Plan and design new interpretive exhibits appropriate for the visitors of the 21st century. There is much potential with exhibitry that is colorful and well-lit by using a variety of modern exhibit methods, finishes, and materials. There should also be room in the new exhibit design to have an area dedicated to temporary, topical, or seasonal exhibit displays. Educational interactivity should be included. In conjunction with new exhibits, the sales area should be overhauled to make it well-lit, colorful, and interesting. The sales inventory should be expanded to include items such as nature learning toys to reflect a connection with George Washington Carver's work. The park staff should understand that any undertaking of exhibit planning and design is extremely time-consuming and would require extensive research by park staff.*

*\* In preparation for time that the Carver Museum will be closed while the building is upgraded and new exhibits are installed, it is recommended that the park staff look for an alternative location for the visitor center. Also, the park may want to produce temporary exhibits (or re-use existing exhibits) in the temporary visitor center.*

*Upcoming upgrades to the Carver Museum (based on PMIS entries and approvals) include:*

*\$3,685,000 in FY 2003 to begin a 3-year plan/design/build/install process to replace the exhibits in the George W. Carver Museum*

## Audiovisual Programs:

### George W. Carver Theater and AV Presentations

This theater, located in the downstairs area of the Carver Museum, seats about 70 people in removable seating set on a flat floor. In this theater, two, 30-minute video programs are shown upon visitor request: one about the life of George W. Carver and one about Booker T. Washington. These video programs are shown with a video projector and laserdisc with stereo sound system that is located in the interpretive office area.

*\* It is recommended that a new 15-20 minute film/video be produced that interprets Tuskegee Institute in general and the contributions it has made and continues to make. This program should be captioned and audio described. (If visitors are interested in pursuing more information on Carver or Washington, the current films could be made available for sale in the cooperating association sales area.)*

*\* Evaluate the theater's seating arrangement for optimum viewing (stadium or staggered), audiovisual delivery system (upgraded to DVD), and sound system (upgraded to 5.1 surround sound).*

*\* Build a dedicated equipment room or rack for the theater.*

### Booker T. Washington Theater

This theatre, located in the exhibits area on the main floor of the Carver Museum, is a small audiovisual space which seats about 10 to 12 people. A 19" television is set in a recess high in the theater's wall.

*\* Remove the seating from this theater and use it as a current events bulletin/exhibit area; or open the space by removing the seating and walls and bring the current events area into the main exhibit space.*

### Audio Programs in the Carver Museum

There are two audio programs in the Carver Museum currently running on 8-track systems and heard through hand-held phone sets.

*\* Replace the 8-track systems with a digital format (CD or MP3), or do away with these programs altogether. This option would require obtaining the original recordings for digital reproduction, some programming, and new equipment.*



## **Audiovisual Programs (continued):**

### **Public Address System in the Carver Museum**

This system is used to announce shows playing in the auditorium or to page visitors. It is currently a simple, 15- to 20-year- old system with prominent speakers and no ability to page the lower (auditorium) level.

*\* Upgrade this PA system with more effective and discreet speakers, and add the ability to page downstairs -- perhaps through the use of the existing ceiling speakers in the main theater.*

### **VCR in “The Oaks,” the home of Booker T. Washington**

An unfurnished room has been set aside on the first floor of “The Oaks” for those visitors who are unable to climb the stairs to see the home’s second floor. In this room, visitors can view a small TV/VCR that plays a videotape of silent footage, which gives an overview of the house.

*\* Produce a new video tour program of the second floor for visitors with mobility limitations. The program should emphasize the importance of the den to the "Tuskegee Machine," and note that this room contains most of the furniture pieces that are original to the house. The program should be captioned and a descriptive audio-tour should be made for those who are visually impaired or blind.*

### **Audiovisual production estimates and timing**

For the main park film, about \$200,000 will be needed for a strong production and upgraded equipment. If the funds are secured by 2004, a request for proposal to three companies could be made and the contract awarded that year. It will take approximately 1 ½ to 2 years to produce the film and install it. The main park film could be operational by 2006.

The short highlight videos suggested for the Booker T. Washington Theater could cost \$25,000 each if contracted to a video production company, whether that be through an IDIQ contract via HFC or not. Perhaps if this opportunity were made available to Tuskegee University students, these highlight video could cost little or nothing. Considering the ‘roll over’ of these products, this approach might be the best route to take; and it would benefit both Tuskegee University and the park.

A new video tour of the second floor of “the Oaks” would cost an estimated \$25,000 and would take at least 6 to 8 months to produce.

## Wayside Exhibits:

### Background

Because wayside exhibits interpret specific park resources and stories at specific park locations, they are often called the ‘site - specific’ interpretive media. Located close to the features they interpret, wayside exhibits should readily answer visitor questions (i.e., provide ‘information’), and should also nurture visitor curiosity and facilitate intellectual and emotional connections between the park resources and each visitor’s experience/background (i.e., provide ‘interpretation’).

Ideally, wayside exhibits should ‘caption the landscape’ (i.e., interpret the scene that visitors can see from that location) and not attempt to ‘do too much.’ Brevity is key: a catchy title, a few compelling graphics, and active text might attract and keep the attention of most park visitors for about 30 seconds. For wayside exhibits, ‘less is more’--both in panel content and in numbers of units.

At Tuskegee Institute NHS, wayside exhibits may be the most tangible way to show visitors (and TU students) that there is a NPS area here. Waysides are always on duty, attract a wide range of visitors, help protect park resources, and can establish a visible NPS presence.

### Strategy

All wayside exhibit projects need to be divided into manageable tasks and priorities. The first task in the wayside exhibit project strategy is the development of a Wayside Exhibit Proposal which will outline the agreed-upon subjects and locations for the desired wayside exhibits throughout Tuskegee Institute NHS. The second task is to contract for the planning and design of the panel content for each approved wayside exhibit listed in the proposal. The third task is to contract for the production of the wayside exhibit panels and bases. Last, but not least, is the installation (by park staff or TU’s maintenance division) of each wayside exhibit at the proper location, orientation, and height, with a site pad that is accessible to all visitors, including those in wheelchairs.

*\* Write a parkwide Wayside Exhibit Proposal to outline the agreed-upon (by TUIN and HFC) wayside exhibit subjects and locations.*

*\* Contract for the planning and design of the panel content for each approved wayside exhibit in the park’s Wayside Exhibit Proposal.*

*\* Contract for the production of the wayside exhibit panels and base hardware for each approved wayside exhibit.*

*\* Install the wayside exhibits at the proper location, orientation, height, and with a hard-surface pads that are ADA accessible.*

## Wayside Exhibits (continued):

### Visitor Parking Lot

A parking lot is available next to “The Oaks” for visitor parking; however often all the parking spaces are taken by TU students. The parking lot has an island in the middle of it where a kiosk building is signed "National Park Service Information." The kiosk is rarely, if ever, staffed and no information is available there. The park intends for visitors to begin their visit at the Carver Museum, but there is nothing in the parking lot to direct visitors to the museum.

*\* Work with Tuskegee University to reclaim this parking lot for visitors, so that visitors are assured a parking space when they arrive.*

*\* Plan, design, and produce a wayside exhibit kiosk shelter, with upright wayside exhibit panels that orient visitors to the park and give directions to the Carver Museum, and install it at the current location of the existing kiosk building (to be removed; see page 50).*

*\* Eliminate the existing bulletin case. Display changeable park information under the new wayside exhibit kiosk shelter. (Note: The existing bulletin case at the northwest end of the parking lot only lists the park’s operating hours. Its placement is not in the flow of routine traffic, nor is it appealing enough to draw visitor attention.)*

A sign at the edge of the parking lot identifies "Tuskegee Institute NHS" and leads visitors to believe that they have arrived at the park location where they can begin their visit; however, they must walk a 1/2 mile before they can really begin their visit. The two TUIN visitor ‘parking only’ signs, which direct visitors into the parking lot, properly identify the location as a parking lot, not a destination.

*\* Eliminate the "Tuskegee Institute NHS" sign.*

### “The Oaks”

“The Oaks,” the home of Booker T. Washington, is next to the parking lot. Visitors can only access the building via a guided tour. To find out about the house’s guided tours, visitors must walk all the way to the front door of the building where they find a sign directing them to the Carver Museum, but without any directions to find the museum.

*\* Plan, design, and produce a low profile wayside exhibit to overlook “The Oaks” from the parking lot sidewalk. (Eliminate or break through the shrub hedge between the parking lot and “The Oaks.”) The exhibit would introduce the significance of “The Oaks” and direct visitors to the Carver Museum for house tour reservations.*

## Wayside Exhibits (continued):

### Campus Historic District

Some 25 or so etched- anodized- aluminum wayside exhibits, installed in 1999, are scattered about the Campus Historic District. These exhibits are largely building identifiers, factual in content, and do not meet NPS standards for wayside exhibits. Though most of the graphics used are historic images, they typically mimic the building scene existing today. Several of the exhibits are oddly placed, facing away from the subject or they are out of the main pedestrian traffic flow.

*\* Plan, design, and produce wayside exhibits throughout the campus. All the wayside exhibits should be replaced and brought up to NPS standards. HFC should complete a wayside exhibit proposal that identifies the proposed parkwide wayside exhibits. Site-specific exhibits would be identified based on available graphics that actively interpret the site (i.e., graphics that "people" the landscape and show how buildings and grounds were and are used). The exhibits will use color when appropriate and each exhibit header will identify the partnership between the NPS and Tuskegee University.*

*\* Replace outdated wayside exhibits (for approximately \$140,000) when funding becomes available.*

### Ideal Future:

Visitors arriving at Tuskegee Institute NHS will find their way easily to the visitor parking lot and find available parking spaces. Upon exiting their vehicles, they will easily locate adequate orientation to the site and obtain a park folder with a site map. Visitors will quickly understand how to progress about the site and will follow a logical sequence for visiting the site, based on the time they have available. Visitors will be quickly emersed within the historic, park-like setting of Tuskegee University and understand that the park and university are one in the same—that Tuskegee Institute is not static but alive, and students today, as in Booker T. Washington's day, are actively learning and inspired.

## **Furnishings:**

### **Approach to “The Oaks”**

As visitors approach “The Oaks” from the parking lot, signs direct them to the visitor orientation center at the Carver Museum. It is located across West Montgomery Road on the Tuskegee campus proper about 150 yards from “The Oaks.” After seeing the Carver Museum, the site encourages visitors to see “The Oaks.” To do so, a visitor must retrace their steps, cross West Montgomery Road, and mount the steps of the porch to “The Oaks” and its visitor entrance. An electric lift is available to assist those with physical disabilities.

*\* Build a (passive) ramp up to the porch of “The Oaks” as an alternative to the existing electric lift to assure physical access to the porch.*

### **Entrance to “The Oaks”**

The entrance to “The Oaks” is its front door. A freestanding signboard lists times for tours. Group tours have been led by an NPS staff member; unscheduled visitors must wait for a tour to begin. When starting the tour on the porch, a tour leader asks visitors to touch the brick wall of the house imploring that the visitor is touching a piece of history. No touching is allowed in the house. No fee is collected.

*\* It is recommended that the entrance to “The Oaks” continue to be the front door off the porch.*

*\*As mentioned in the Wayside Exhibit recommendation (on page 54), a low profile wayside (that describes “The Oaks” and depicts the location of the Carver Museum) should be planned for the area between the parking lot and “The Oaks” porch. For visitors entering “The Oaks,” this wayside exhibit will serve as introduction to the house and family history; to visitors just arriving to the park or exiting “The Oaks,” the exhibit will direct them to the Carver Museum.*

*\* An audio introduction to “The Oaks” will be available in English and in as many other languages as the site feels are needed. This introduction will be visitor-accessed by push button on the porch when “The Oaks” is not staffed. When “The Oaks” is staffed, the staff member can hide or deactivate the push buttons and speak to visitors using their unamplified voice or, for groups, use a wireless microphone to amplify the interpreter’s voice. The content of interpretation will remain; only the means of delivery will change. Use of amplified voice will assist in interpreting to groups; amplification will further assist visitors who may be hearing impaired.*

## Furnishings (continued):

### Protection

The structure of The Oaks is protected by smoke and motion detectors (PYR-A-ALARM, Model DI-4A and Atronic UCU-40, both with automatic dialers). These appear to be in use and functioning properly.

*\* It is recommended that—although the site did not report any problem with its existing fire, smoke, and intrusion systems—the systems be reviewed by a specialist to ensure the systems are working properly. If the systems need updating, they should be upgraded when funds allow.*

*\* If necessary, ultraviolet filters and other light inhibitors should be examined and renewed (if presently installed) or otherwise installed on windows facing east, south, and west.*

*\* Add a staff member with a federal law enforcement warrant to provide administrative security and serve as a liaison with counterparts of the University, city, and state. Given that three NPS sites are administered from Tuskegee NHS, a federal law enforcement position is justified.*

*\* Because the present system that uses stanchions and runners seems to work well, this means of tour direction and physical protection should remain. As an alternative to using stanchions and ropes, however, the site should consider replacing stanchions with a rigid rail. A rail would make a stronger means of control if control is necessary. At the same time, a rigid rail is more permanent and therefore more difficult to move.*

### Lighting

In keeping with sound conservation practice, light levels in areas with collections are purposely low. Interior window blinds are kept closed. The main sources of light are reproduction fixtures with 10-watt bulbs.

*\* Keeping light levels low is a sound conservation practice that will help ensure long-term preservation of collections. However, because low light levels make viewing the collections difficult and can be a safety hazard, a lighting system that allows the temporary raising of light levels is recommended. Working with a conservator, a lighting specialist can recommend alternatives to continuously low light levels. These alternatives might include a guide-activated system, a pressure plate to activate greater light levels, and a timer to lower light levels after a group leaves a room. Perhaps window blinds in rooms not receiving direct sunlight can be opened to help simulate the historical use of natural light.*

## Furnishings (continued):

### Lighting (continued)

*\* Install flexible tube lights (like those used on commercial airliners) along the stairway. This lighting can be turned on only when visitors are present. Tube lighting seems to be the least intrusive means for safety lights; a lighting specialist may have other recommendations.*

### Circulation

The tour route leads from the entrance hall to the parlor, library, and dining room on the first floor. Then individuals or groups retrace the route to the stairs leading to the second floor. On the second floor they walk past empty bedrooms to Booker T. Washington's study. After seeing the study, visitors retrace their route to the front steps which they descend. They exit through the front door.

*\* The recommended tour route depends on whether additional rooms are furnished. If the kitchen and pantry are furnished, the tour route must be modified. The new route will lead visitors from the entrance hall to the parlor, library, dining room, and breakfast room. The breakfast room will not be furnished but will serve as an area from which visitors can view the pantry and kitchen.*

*\* Regardless whether the pantry and kitchen are furnished, visitors will use the back stairway to reach the second floor. For safety, non-historic handrails and lighting must be installed in this stairway. By using the back stairway, visitors will not need to backtrack to the front stairway, thereby eliminating congestion when two groups are in the house. Using the back stairway will lead visitors to Dr. Washington's den, then enter Dr. Washington's bedroom and his historic sauna bath. His bedroom need not be furnished, but his bathroom should be. Not furnishing Dr. Washington's bedroom will allow visitors to turn from viewing his bathroom to see (optionally) Margaret Washington's bedroom furnished. Optionally, Portia Washington's bedroom can also be furnished.*

*\* Another room that can be used more intensively is the guest room on the first floor. When school classes are divided into two groups, for example, one group can tour the house while another waits in the guest room. A scrim or other visual can be located at the window on the west wall. The scrim can depict Dr. Washington's garden (where he said he spent many enjoyable hours). The guest room walls can be used to hang a life-size view of Dr. Washington's den. If Dr. Washington's bathroom and Margaret Washington's bedroom are furnished, large photographs of these rooms can provide media access to visitors who are unable to climb stairs.*

## Furnishings (continued):

### Interpretive Content

At its core, interpretation needs to be timely and effective. The structure represents history, advanced technology, relationship to student and faculty, use as a learning laboratory, home to the Washington family and the individuals constituting it, place to receive dignitaries, place of significant events, Victorian ideals, and early furnished museum.

*\* The themes of this LRIP need to be matched with the interpretive content of "The Oaks" to ensure whether (and how) the interpretive content of "The Oaks" meets each of the interpretive themes. New content may be necessary to help meet new themes. This may need an intensive, facilitated workshop among the park interpretive staff.*

*\* After themes have been integrated and all rooms to be interpreted have been identified, formative evaluation is necessary, perhaps with help from Stephen Bitgood at Jacksonville State University, AL.*

*\* If, as recommended, additional rooms are added to the tour, a revised Historic Furnishings Report is needed to augment the report done by Kathleen McLeister in 1983. Also needed are a synopsis of important themes for each room on exhibit, a synopsis of important objects in each room, and a comprehensive manual to train new staff, students, and volunteers in interpreting the house. An alternative is for a series of simple scripts to be developed for each area to assist those otherwise unfamiliar with the house and its history.*

### Modes of Interpretation

The only mode of interpretation is a ranger-led, personal services tour.

*\* Personal services should remain the principal mode of interpretation. The delivery, however, will change if the recommended wireless audio system is implemented. The site should consider greater use of university students, especially those interested in history or drama, to bring a fresh look at the park's mode of interpretation.*

*\* Plan, develop, and install audio systems to play the sounds throughout the house, such as: a toilet flushing (to emphasize that The Oaks was the first home in Macon County with indoor plumbing); kitchen noises (to emphasize the role of student servants in the house), a Brahms piano piece (to represent Portia's piano playing); the thud of weights on the third floor (to simulate weightlifting that Booker T., Jr., engaged in), and the sound of a motorcycle (to represent Ernest Davidson's fondness for riding a motorcycle).*

*\* Large photographs in the guest room could interpret those rooms on the second floor that some visitors may not be able to see.*



## Publications:

### Unigrid Brochure

The current supply of Unigrid brochures for Tuskegee Institute NHS will serve park visitors through 2004; a straight reprint in 2004 will supply the park's needs until 2006.

*\* Send a written request from TUIN's superintendent to HFC's Workflow Management Department to request that HFC completely re-design the park's Unigrid brochure for the following reasons:*

*\* The original of the existing brochure is still on 'mechanical boards,' which means that future changes would be time-consuming and costly. The new TUIN brochure will be done in a digital format.*

*\* Considering the park's current interpretive themes (see page 9), the existing brochure places too much emphasis on Booker T. Washington and George W. Carver, and not enough emphasis on the history and contributions of Tuskegee Institute.*

*\* The brochure's existing photographs emphasize the school's first 30 years and do not illustrate its entire 120+ years of history.*

*\* The brochure's map does not give enough detail of Tuskegee's Historic Campus District nor does it help visitors find their way from the visitor parking lot to the Carver Museum via the campus.*

### Wayside Exhibits and Park Brochure Coordination

The park folder has a map of the site, but it oddly numbers historic buildings and shows no intended visitor traffic pattern.

*\* Redesign the park folder map so that it clearly identifies the intended path that visitors should follow when visiting the site. The historic buildings should be renumbered on the map to correspond with this route to the Carver Museum and arrows should be used to point the recommended direction of visitor travel. Rather than direct visitors along Montgomery Road to the Carver Museum, they should be directed via the crosswalk across Montgomery Road and enter the campus through the Olivia Davidson gate. There, visitors will enter the Campus Historic District where wayside exhibits will be visible along the sidewalks as they walk past Carnegie Hall to the Carver Museum. A brochure dispenser will be placed in the wayside exhibit kiosk shelter in the parking lot, so visitors can pick up a folder upon arrival and have a map in hand as they begin their tour of the park.*

## Publications (continued):

### Site Bulletins

As noted on pages 47-50, future site bulletins can address important issues in the park, and provide visitors with handy, concise answers to frequently asked questions. New site bulletins might include:

\* *“Education Program” information for teachers and other group tour leaders that would describe ‘procedures’ (i.e., how to book a group tour) and ‘options’ (i.e., what group education programs are available at Tuskegee Institute NHS).*

\* *“Volunteer and Employment” information for Tuskegee University students that describe the National Park Service’s Volunteers-In-Parks (VIP) program, the Federal government’s Student Training Employment Program (STEP), and Tuskegee University’s work-study positions to employ TU students to work at Tuskegee Institute NHS.*

\* *“Adult Education” information that describes adult group opportunities, including ElderHostels, Family Reunions, and Conference attendees at TU’s Kellogg Conference Center.*

Site bulletins are usually developed on-site, and can be produced (and updated as needed) on park computers and photocopying equipment. In cases where information rarely changes, however, site bulletins could be printed by a local company that could print several thousand copies, thus producing a professional-looking product, while reducing wear and tear on park staff and equipment. All site bulletins should follow the standard NPS format as set forth by the NPS graphics identity program.

### Rack Cards

There are currently no rack cards for Tuskegee Institute NHS.

\* *Develop a park-produced ‘rack card’ to introduce prospective visitors to the park with a few graphics and the park’s most important messages. The rack cards would be available at central Alabama venues such as motels, restaurants, gas stations, chamber of commerce centers, and information centers along Interstate highways.*

### Educational Materials

After Tuskegee Institute NHS hires an employee dedicated to developing an education program for the park (see page 65):

\* *Develop education program materials such as teacher curriculum guides, teacher workbooks, and resource guides. Some of the education program materials may be available through publishing houses; but some materials will need to be developed and printed locally.*

# PERSONAL SERVICES

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## Future Vision of Interpretive Staff and Programs

This “Future Vision” section for personal services is primarily based on one basic premise: the cooperative relationship between the National Park Service (NPS) and Tuskegee University (TU) must improve. Not that the current relationship between the NPS and TU is adversarial. But it has stagnated. Certainly, the NPS should continue the work-study employees hired through TU, and continue hiring a TU student or two each year as seasonals. Over the next 7-10 years, however, the staff at Tuskegee Institute NHS —led by the superintendent— needs to cultivate a shared relationship with TU at the decision-making level. Without this management relationship, simple issues like signage and parking become inflated problems that do not allow for discussion of the greater issues like visitor experience and student involvement.

Once the relationship between the NPS, TU, and other partners improves, a variety of interpretive programs could be improved or newly established. The following pages describe the recommended changes and new programs for the following visitor groups (from pages 16-17):

### Education Groups

Students who range in age from kindergarten through 12th grade, and are evenly spread among these grade levels. Most education groups visit the park in winter, just before, during, and after Black History Month in February. A few groups come in autumn and spring, but most come in winter. Beside public school groups, the park also receives private schools, home school students, youth groups, and religious groups.

### Tuskegee students/Prospective TU students

High school or college students, mostly 17-21 years old, who are either Tuskegee University students or prospective TU students. Most of the prospective TU students arrive in buses that are touring Historically Black Colleges & Universities (HBCU) in the spring or summer. Most TU students visit in groups on freshmen orientation tours in late summer; a small number visit on their own, especially if their parents visit.

### Adult Groups

Elderhostels (through Auburn University) are usually in spring; Family Reunions groups (usually a TU alumni connection) are held in summer; and conferences (at Kellogg Conference Center) are held year-round.

### Traditional NPS Visitors

Most are family groups with children and/or small groups of friends. Most visit the park in spring, summer, and fall; very few visit in winter.

## Education Groups

The participants (park staff and stakeholders) at the LRIP Workshop held at Tuskegee Institute NHS (TUIN) in December 2002 made the following recommendations for improving the visitor experience for the curriculum-based Education Groups from local public schools, home school students, youth groups, and church/religious groups:

### Media- related Recommendations:

- \* Improve 'pre-planning information' by developing a site bulletin for school teachers (i.e., How do you 'book' a group; when; who; where; what; how many?) Also, include this info on the park website.*
- \* Improve 'follow-up information' by sending a post-booking confirmation letter, map with parking directions, park guidelines, etc.*
- \* Develop 'pre-visit materials' for education groups such as an education-specific brochure of TUIN, age-appropriate materials, and subject-appropriate site bulletins.*
- \* Develop an education 'traveling trunk' (with teacher input and review) that can be sent to school groups before their park visit.*

### Personal Services-related Recommendations:

- \* Decide on the best location (with TU officials) for school group buses to drop off and pick up their students; sign and enforce that location. (Buses will park in lot behind 'The Oaks' during school groups' visit.)*
- \* A park ranger will 'step on' every school bus to greet them and provide a basic orientation to Tuskegee Institute NHS and its rules, as well as to divide the larger group into smaller groups (if necessary).*
- \* Start all education programs in the Carver Museum's lower level. (Depending on where the school bus drop off is located, the park may decide to change the school groups' place of entry to the back door.)*
- \* Develop the education programs to include: pre-visit packets and student exercises; arrival at the Carver Museum; video orientation (20 minutes maximum); a hands-on activity; a brief visit to the museum; an opportunity to buy something from the gift shop; a ranger-led walk through Tuskegee's Historic Campus District to "The Oaks;" a ranger-led tour of "The Oaks;" a post-visit education packet; and a departing summary and farewell from a park ranger.*
- \* Develop week-long summer camps to include hands-on activities such as making bricks, learning masonry skills, planting crops, processing plant products, chemistry labs, and botanical gardens.*
- \* Hold Teacher Workshops to train teachers how to use the resources of Tuskegee Institute NHS to their best advantage.*
- \* Conduct outreach programs.*

## Tuskegee Students/prospective TU students

The participants (park staff and stakeholders) at the LRIP Workshop held at Tuskegee Institute NHS in December 2002 made the following recommendations for improving the visitor experience for the Tuskegee University students and prospective TU students who visit the park:

### Media- related Recommendations:

- \* Develop an orientation packet (a park book, other publications, and TU materials) for TU students and prospective TU students*
- \* Develop a publication that describes the volunteer opportunities (which may give credit for one or more college classes) as well as paid positions through TU or the Federal SCEP or STEP programs*
- \* Develop orientation film in cooperation with Tuskegee University*

### Personal Services-related Recommendations:

- \* Develop a tour program for prospective TU students on the national tours of Historically Black Colleges and Universities (HBCU).*
- \* Ranger presentation offered to all Freshmen Orientation programs*
- \* Develop a hands-on program that allows freshmen to make their own bricks (that would have their name and graduation year in it)*
- \* Offer ranger-led tours of the TU campus and Tuskegee Institute NHS (including the Carver Museum and “The Oaks”) to all interested students who would be available throughout the school year.*
- \* Offer ‘Academic Research’ opportunities for a limited number of TU students*
- \* In FY 2003, develop Hearing-impaired Interp Program for \$30,000*

## Adult Groups

The participants (park staff and stakeholders) at the LRIP Workshop held at Tuskegee Institute NHS in December 2002 made the following recommendations for improving the visitor experience for the park's adult groups (Elderhostels, Family Reunions, and Conference Groups):

### Media- related Recommendations:

- \* Develop publication that describes tour programs for adult groups*

### Personal Services-related Recommendations:

- \* Develop a "Heritage Tour" through the National Trust for Historic Preservation by 'packaging' an Alabama Civil Rights Tour through central Alabama (see "Black Heritage Trail" brochure/map).*

- \* Establish a contact with the Kellogg Conference Center (KCC) at TU to assess their annual conference schedule, develop a marketing strategy, get a contact name for each conference group before their arrival, and find out the special interest of each conference group.*

- \* Provide each KCC group with pre-conference literature, and offer an "NPS Welcome" at their conference by a park ranger (who can explain what visitors can see at the Carver Museum in 10-15 minutes); give KCC groups the option of an evening visit to the museum.*

- \* Establish "booking" limits for all groups and especially Family Reunion groups: Two Family Reunion groups on Saturday, and two on Sunday. Group size should be set at 80 maximum (50 is preferred) so they can be split into two groups of 40 (25 is preferred). Coordinate with TU's V.P. for Marketing to get this group to assign TU students to lead TU campus tours.*

- \* Establish a set schedule for Family Reunion groups: TU student-led tour of campus from 10-11; lunch at the TU cafeteria (or picnic nearby) from 11-12; introduction at Tuskegee Institute NHS 12:30-1; see film 1-1:30; see Carver Museum 1:30-2; tour "The Oaks" 2-3.*

- \* Establish a contact with the ElderHostel program at Auburn University to get TUIN listed in their course booklet as often as it's printed. After establishing contact at Auburn University, set date and time for TUIN visits (which are currently from 2-5 on Wednesday or Thursday afternoons when ElderHostel groups see a movie, visit the Carver Museum, and tour "The Oaks").*

- \* Coordinate with Tuskegee University and the Kellogg Conference Center to initiate an ElderHostel program at TU that can be related to TUIN topics/themes and/or TU opportunities ("courses of study").*

## Traditional NPS (Drop-in) Visitors

The participants (park staff and stakeholders) at the LRIP Workshop held at Tuskegee Institute NHS in December 2002 made the following recommendations for improving the visitor experience for those drop-in 'traditional NPS visitors' who do not arrive with an organized group:

### Media- related Recommendations:

- \* Improve marketing through rack cards, tour 'packages,' website.*
- \* Assure proper signage to get visitors to the TU campus, then find the visitors' parking lot, and then find the George W. Carver Museum*
- \* Develop a TIS radio station (Traveler Information Station) for orientation and basic park information.*
- \* Build an 'airlock' at the entrance to the Carver Museum; include an automatic door opener to make the facility ADA accessible*
- \* Develop a publication or exhibit showing visitor options at TUIN*
- \* Develop a self-guiding booklet tour of the Historic Campus District*

### Personal Services-related Recommendations:

- \* Increase interaction (personal touch); continue greeting visitors as they enter the George W. Carver Museum.*
- \* During the greeting, give each visitor a take-home item (e.g., pen)*
- \* Maximize drop-in visitors' time by being flexible with times that film/s are shown and when tours of "the Oaks" are offered.*
- \* Provide a place for drop-in visitors to relax and be comfortable.*
- \* Provide ranger-led and self-guiding (via a booklet) tours of the Historic Campus District.*
- \* Assure that drop-in visitors walk away from the park with a true understanding of the Tuskegee Institute experience.*

## Volunteer Program at Tuskegee Institute NHS

Tuskegee Institute NHS has a wide range of volunteer job opportunities in its Volunteer- In - Parks (VIP) program, which has allowed the park to expand services provided to visitors. As of 2003, the park has 37 volunteers in its VIP program, with a diversity of ages, ethnic backgrounds, and skills. During Fiscal Year 2002, the park's VIP Program met its annual performance goal of 2,175 hours. The park's VIP program receives a \$1000 annually. The park needs more volunteers to help preserve its cultural resources and assist with person service programs.

Tuskegee Institute NHS is proposing to start a Volunteer Enhancement Program. This two-part program begins with the development of the Volunteer Management Plan. Within the Volunteer Management Plan, a training program will be developed that will outline the training necessary to increase participation and activities of present and future volunteers. The Volunteer Management Plan will outline the essential training that volunteers need to improve visitor services and communication skills. The second part of the Volunteer Enhancement Program will strive to improve the volunteer library materials, help educate volunteers, and increase resource materials for research and development.

### Volunteer- related Recommendations:

*Develop the "Volunteers: Building A Community-Based Work Team" training program to improve the VIP program that will include:*

- a 3-day workshop to orient volunteers to the park's resources, train them to improve customer service, increase basic interpretive skills, and develop other skills essential to daily operations.*
- a Volunteer Management Plan for Tuskegee Institute NHS that will ensure a professionally managed volunteer program.*
- a Volunteer Needs Assessment to determine the park's volunteer goals and how volunteers can assist in reaching those goals.*
- a Volunteer Recognition program to help retain volunteers. This is an important focus of park management because they want to keep volunteers interested and excited about preserving the park.*
- improved volunteer recruitment and training that will help them in the outside world and provide quality customer service so that visitors will deal with well-trained, professional volunteers.*
- a Volunteer Opportunities Handbook to cover the needs and responsibilities of the volunteers and the park, as well as handbooks that cover the park's interpretive themes and factual informational.*

*\* In FY 2004, increase Volunteer- In - Parks (VIP) budget to \$4,000*

*\* In FY 2004, develop Volunteer Enhancement Program, Volunteer Management Plan, and Volunteer Training Program for \$13,000*



## **Parkwide Interpretive Themes/Media Matrix**

**1. Tuskegee\* played and continues to play a significant role in the ascent of African Americans into mainstream America.**

- Tuskegee\* under Booker T. Washington was a beacon of hope for African Americans and continues to provide educational opportunities.
- Leadership at Tuskegee\* shifted its emphasis from industry to technology to meet the need of changing times.
- Through industry, science, and religion, Tuskegee\* impacted the economics, politics, military, and arts and sciences of the United States.
- The development, vision, operation, and dedication of Tuskegee\* played and continues to play a significant role in the education and accomplishments of African Americans.

**2. As the first principal of Tuskegee\* from 1881-1915, Booker T. Washington showcased his talents and provided a national stage for himself and other individuals associated with this institution.**

- Past renowned leaders, faculty, and students brought international recognition to Tuskegee\*.
- In particular, George Washington Carver's influence as a scientist, humanitarian, artist, and educator at Tuskegee\* can be seen throughout the world today.
- Present leaders, faculty, and students still bring attention to the University.
- Future leaders, faculty, and students have the opportunity to continue this legacy.

**3. The grounds, buildings, students, and faculty at Tuskegee\* have fostered the resiliency of the human spirit and helped people struggling for opportunities and independence; today's leadership at Tuskegee\* continues this tradition.**

- The social, political, and economic forces that formed Tuskegee\* showed how an institution of higher learning can survive and prosper.
- Tuskegee\* has affected the larger American social movement toward equality of all citizens, a movement that continues today.

**Parkwide Interpretive Themes/Media Matrix**

<b><u>Publications</u></b>	<b><u>Waysides</u></b>	<b><u>Exhibits</u></b>	<b><u>Audiovisual</u></b>	<b><u>Personal Services</u></b>
Park brochure	Upright Orientation Waysides at Parking Lot	GWC Museum	New park film	Interp. Programs
Site Bulletins		“The Oaks” -- furnished areas	Videos w/Exhs	“The Oaks” Tours
Educ. materials	Bulletin Cases		Interactive Computers	Educ. Program
Books/postcards			Website	Special Events
Rack Cards				TU Student tours
				Info Desk at GWC
<b><u>Publications</u></b>	<b><u>Waysides</u></b>	<b><u>Exhibits</u></b>	<b><u>Audiovisual</u></b>	<b><u>Personal Services</u></b>
Park brochure	Low Profile Wayside/s by “The Oaks”	“The Oaks” -- furnished areas	New park film (minor role...)	Interp. Programs
Site Bulletins		GWC Museum	Videos w/Exhs	“The Oaks” Tours
Educ. materials	Low Profile Wayside/s by GWC Museum		Audio tapes at GWC Museum	Educ. Program
Books/postcards			Video program at “The Oaks”	
Rack Cards			Website	
<b><u>Publications</u></b>	<b><u>Waysides</u></b>	<b><u>Exhibits</u></b>	<b><u>Audiovisual</u></b>	<b><u>Personal Services</u></b>
Park brochure	Low Profile Waysides at Campus Historic District	GWC Museum	New park film	Interp. Programs
		“The Oaks” -- furnished areas	Videos w/Exhs	“The Oaks” Tours
Educ. materials	Bulletin Cases		3-min. Videos at GWC Museum	Educ. Program
Books/postcards			Video program at “The Oaks”	Special Events
			Website	TU Student tours
				Info Desk at GWC

# PARTNERSHIPS

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## Existing partnerships:

Long - Range Interpretive Plan (LRIP) Participation: Stakeholders from surrounding communities attended the park's LRIP workshops to provide input into the park's future education and interpretive programs. These representatives include: Alabama Archives, Old Alabama Town, Alabama Historical Commission, Black Heritage Council, Tuskegee Human Rights and Multicultural Center, Tuskegee University, Ruffner Mountain, Tuskegee Chamber of Commerce, Tuskegee Area Convention and Visitors Bureau, and local business owners.

Americorps Program: The Tuskegee University Office of Financial Aid will provide four student-employees to work at the park as a part of the Americorps Program. The students assist the park staff with public information requests, research, and orientation documentation.

Retired Seniors Volunteer Program (RSVP): This program provides local senior citizens as volunteers to the park and reimburses them for mileage and meals. The park provides volunteer opportunities in both the Division of Resource Education and the Division of Administration.

Eastern National (EN): EN is the association that operates the bookstore at Tuskegee Institute NHS. EN hires a Manager who is responsible for the bookstore operation with the assistance of the NPS Eastern National Coordinator. Bookstore profits are used for park projects.

Harpers Ferry Center (HFC): HFC provides technical assistance and project management on interpretive media projects. HFC is also facilitating and writing this Long - Range Interpretive Plan (LRIP).

Tuskegee University Safety and Security Department: This department responds to emergency situations at the park. There is a Memorandum of Agreement (MOA) with the University that confirms this relationship.

Tuskegee University Education Department: Students from this department designed educational materials to be used by educators who bring students to the park. The Education Park Ranger presented programs for the Social Studies Curriculum class to demonstrate the use of course of study in the classroom setting. The Park Ranger also sits on the Education Department's Research and Evaluation Committee.

Tuskegee University English Department and Marketing and Communication Department: These departments are sponsoring a Women's History Month activity that includes a forum of four "Living Legends of Tuskegee" ladies who will discuss their life experiences. Also, the planning includes a program on Bess Walcott who will be inducted into the Alabama Women's Hall of Fame in 2003.

## Partnerships (continued):

### Developing partnerships:

Alabama History Day Steering Committee consists of representative from the NPS, Alabama Department of History and Archives, Alabama Humanities Foundation, Alabama Historical Commission, University of Alabama, Auburn University at Montgomery and the Alabama Department of Education. This is a planning committee that is overseeing changes in the protocol/process of the state History Day program.

The Macon County Leadership Program has been designed to promote local leadership opportunities and the NPS sits on the steering committee with representatives from the business community, Town of Shorter, Alabama Cooperative Extension System, Macon County Commission and the Tuskegee Area Convention & Visitors Bureau.

The Alabama Museums Association and the Alabama Historical Commission are in partnership with the park to present training on Professional Development in Education. This will include participants from Alabama, Georgia, and Florida in the museum education field.

Tuskegee University's Agriculture Department has strong ties to Dr. George Washington Carver, and is in the process of planning an exhibit in the Carver Museum that would focus on the NASA research being conducted by the University and Dr. Carver's research and the work that has continued based on his early work. This department is also working with the park to develop an education program focusing on Carver.

Calhoun High School, Tuskegee Public School and Carver Elementary School are serving as pilot schools to “test” the park's education resource guides for the Moveable School Program during development.

The Carver School Garden is a partnership is being developed in which the park can join forces with other organizations/agencies to meet one of the park's educational objectives. This union of interested partners includes the Birmingham Botanical Gardens, Alabama Cooperative Extension System, Wonderland Gardens, Miles College, Missouri Botanical Garden, Iowa State University, Tuskegee University, Southern Poverty Law Center, George Washington Carver National Monument as well as Tuskegee Institute National Historic Site. These partners will develop curriculum for schools in their surrounding area that focuses on the teachings, research, and philosophy of George Washington Carver and the plants he researched at Tuskegee Institute. The schools that develop these Carver Gardens would need to meet criteria established to be designated as an official George Washington Carver Garden.

Alabama Department of Agriculture has been contacted to create a program to accentuate the historical significance of Tuskegee Institute and to create a program to highlight this importance.

## **Partnerships (continued):**

### **Potential partnerships:**

Tuskegee University's Architecture Department could provide students with valuable experience with the NPS and it would allow the NPS to gather knowledge about the architecture on the campus, specifically the Campus Historic District. This information would allow the NPS to present program for the public with more thorough facts.

Tuskegee University's Archives and the NPS have the potential to create a research network that would completely meet the needs of those who are conducting research on Tuskegee Institute and Tuskegee University.

Tuskegee University's Continuing Education Department is responsible for planning a variety of conferences for the University, including the Farmers Conference and the Booker T. Washington Economic Summit. This department is receptive to working with the park and gives the opportunity to be involved in the planning and establishing programs that meet the needs of the National Park Service as well as the University. These events will strengthen the relationship between the Tuskegee University and National Park Service and help to promote the mission of the National Park Service and the park.

Tuskegee University's History Department in serving as mentors for the Tuskegee University History Club and Frank Toland Historical Society members. The organization could provide potential student employees for summer seasonal positions.

The NPS sits on the Special Events Committee for Tuskegee University. This committee includes representatives from throughout the University, including marketing and communications, student services, and alumni affairs. This committee sponsors interpretive programs as well as printing interpretive materials pertaining to the site's history.

Kellogg Conference Center may be able to host different programs and groups invited to the park. These events would need food and possibly lodging for its participants. This partnership has the potential to assist with accommodations for events that occur throughout the year.

Macon County Girl Scouts and Boy Scouts may form a partnership with the park that would include the scouts performing community service at the park and earning badges at the same time.

An active invitation to the descendants of Booker T. Washington has been made to ask them to work closely with the park. This would include potential interpretive programs.

Virginia and Carolina Peanut Promotion: This organization has a thorough education program and would be interested in pursuing a joint project on Carver.

# **LIBRARY AND COLLECTION NEEDS**

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The park's library should satisfy the needs of Tuskegee Institute NHS staff as well as the needs of any group or individual that has the desire to research the park's history. The mission statement of the National Park Service states that each NPS unit should stand as the authority when it comes to information concerning its history and development.

For this to be accomplished at Tuskegee Institute NHS, an adequate library facility needs to be developed. Currently, the downstairs portion of the George Washington Carver Museum is the most logical location for such a facility. The current library needs to be organized, an inventory of existing research materials needs to be made, and a system needs to be devised for reviewing this inventory. Tuskegee Institute NHS's library/research facility should cover all aspects of the "Parkwide Theme Statements" (see page 9) of this Long - Range Interpretive Plan.

The library should act as a repository for books and articles on the park's interpretive themes, and an archives with copies of historical information that support the park's interpretive themes, and current events information about Tuskegee University and its future plans.

This facility should continue to grow. Such a facility would require the services of a manager to ensure its information is organized and managed in a user-friendly manner. Although Tuskegee Institute NHS already has some of the mentioned information, it needs to be organized so that it is available to researchers.

# RESEARCH NEEDS

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Tuskegee Institute, now Tuskegee University, has been in existence since 1881 and has influenced more than 300,000 students, faculty and staff. The Campus Historic District contains more than 15 historic structures. Professional researchers are needed to develop a program that will capture the stories of the people involved in the development of Tuskegee\*.

Preparation of a historic resource study for Tuskegee Institute NHS would begin an educational process about the historical contexts associated with the historic structures and individuals that are part of the Tuskegee\* story. This project will provide an historical overview of the operation of Tuskegee Institute from the time of its founding by Booker T. Washington in 1881 through the presidency of Luther Foster in 1973.

Since the park is located on an active college campus with vast amounts of primary resource materials, the park should enter into a cooperative agreement with the University for them to conduct research in the school's library, archives, Bio-ethics Center, as well as with Deans and Professors. The University has agreed to provide a research facility and provide graduate students and faculty to begin this research.

The research needs of the Tuskegee Institute NHS fall into four groups: African-American Art, Historical, Cultural, and Science.

## African-American Art

1. Art and artifacts found inside "The Oaks"
2. P.H. Polk {Campus photographer}
3. Tuskegee Little Theater
4. Tuskegee Architects {Taylor, Pittman and Bowmen}
5. Art work found on campus and inside campus buildings
6. Women's trades {Dressmaking, Rug weaving and Basketry}
7. Tuskegee Choir {Dawson - Negro spirituals}
8. Teddy Wilson {Jazz Piano Pioneer}
9. Portia Washington {BTW Child/Piano}
10. The Commodores {Lionel Richie}

## Historical

Historical research should cover African-Americans during the Civil War {1861 to 1865}, Reconstruction {1866-1877}, World War I {1917-1919}, World War II {1941-1945}, Civil Rights Movement {1954- 1968}, and the Vietnam War (1964- 1975): Historic resources and topics also include:

1. Monroe Work {Negro Year Books}

## **Research Needs (continued):**

### **Historical (continued)**

2. Old Campus Newspapers
3. Booker T. Washington's relationship with other dignitaries
4. Tuskegee leaders post-BTW era {Moton, Patterson, Payton, Foster}
5. VA Hospital
6. Booker T. Washington's death and funeral
7. E.J. Scott {Booker T. Washington's secretary}
8. The "Back to Africa" movement/Black nationalism
9. Tuskegee Institute, Togo land Cotton experiment
10. Student in the Civil Rights Struggle {Sammy Young Jr.}

### **Cultural**

Research topics for African-American culture include:

1. Booker T. Washington's relationship with Carter G Woodson
2. Booker T. Washington's influence on Marcus Garvey
3. The Boston Riot
4. NAACP in relation with Tuskegee Institute
5. Malcolm X's speech at Tuskegee Institute
6. Martin Luther King's speech at Tuskegee Institute
7. Historical performances {Logan Hall}
8. Black land loss

### **Science**

Research topics for science include:

1. Carver's papers and bulletins
2. Tuskegee Brick Making Classes
3. Milbank Hall
4. Lonnie Johnson {Founder and owner of Johnson and Development}
5. Carver's rock collection
6. Tuskegee Institute's relationship with the USDA
7. Tuskegee Institute's relationship with NASA
8. Use of electricity in the early days of Tuskegee {Chapel and the Oaks}
9. The education of the Tuskegee Airmen {what were they taught}
10. The history of the Carver Research Foundation



# STAFFING NEEDS

## Current Level (as of FY 2003):

<u>Position Title</u>	<u>Status</u>	<u>Grade</u>	<u>FTE</u>	<u>Incumbent</u>
Chief of Res. Educ.	Permanent	GS-12	1.0	Tyrone Brandyburg
Park Ranger (Interp)	Permanent	GS-9	1.0	Robyn Harris
Park Ranger (Interp)	Permanent	GS-9	1.0	Shirley Baxter
Park Ranger (Interp)	Permanent	GS-9	1.0	David Carney
Museum Specialist	Permanent	GS-9	1.0	Teresa Valencia
Park Ranger (STEP)	Part-time	GS-4	0.5	Kenny Davis
Park Ranger	Seasonal	GS-4	0.3	vacant
Work - study Student	Partnership w/TU		N/A	Lashon Crum
Work - study Student	Partnership w/TU		N/A	Tabitha Morton

Total Current Positions: 7

Total FTEs with current positions: 5.8

## New Positions Needed:

<u>Position Title</u>	<u>Status</u>	<u>Grade</u>	<u>FTE</u>	<u>Incumbent</u>
Park Ranger (Interp)	Permanent	GS-9	1.0	vacant
Park Ranger (L.E.)	Permanent	GS-9	1.0	vacant
Park Ranger (SCEP)	Part-time	GS-4	0.8	vacant
Visitor Use Assistant	Permanent	GS-5	1.0	vacant
Museum Specialist	Permanent	GS-9	1.0	vacant
Museum Technician	Permanent	GS-5	1.0	vacant
Museum Technician	Permanent	GS-5	1.0	vacant
Education Specialist	Permanent	GS-9/11	1.0	vacant
Education Technician	Permanent	GS-9	1.0	vacant
Education Technician	Permanent	GS-9	1.0	vacant
Education Technician	Permanent	GS-9	1.0	vacant
Education Technician	Permanent	GS-9	0.8	vacant
Historian	Permanent	GS-11	1.0	vacant
Historian (SCEP)	Permanent	GS-9	1.0	vacant
Historian (STEP)	Permanent	GS-5/7/9	0.8	vacant

Total New Positions: 15

Total FTEs with new position: 14.6

# IMPLEMENTATION PLAN

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The measure of success of any plan is the extent to which it is implemented. Initial implementation strategies need to be both realistic and flexible. The implementation plan for the Long-Range Interpretive Plan (LRIP) outlined on the following pages is an initial blueprint for change. Because funding opportunities and priorities often change, park managers need to adjust the implementation strategies to adapt to changing conditions. Therefore, this LRIP should be updated annually as Part 6 (Status of Implementation Plan) within the park's Annual Implementation Plan (AIP).

Over the next 10 years, employees in the positions listed below should form an **Implementation Team** to guide the accomplishment of this LRIP's Implementation tasks as outlined on the following pages:

<u>Title</u>	<u>Location</u>
Superintendent, Central Alabama Parks	Headquarters, Tuskegee, AL
Administrative Officer	Headquarters, Tuskegee, AL
Chief of Facility Management	Headquarters, Tuskegee, AL
Chief of Resource Education, TUIN	TUIN — Carver Museum
Park Ranger, TUIN	TUIN — Carver Museum
Park Ranger, TUIN	TUIN — Carver Museum
Interpretive Specialist, SERO	SERO — Atlanta, Georgia
Chief of Interpretation, SERO	SERO — Atlanta, Georgia

The NPS employees filling the above-listed positions should confer annually to devise/adjust the funding strategies and task assignments to ensure the implementation of this Long-Range Interpretive Plan.

## **NON-PERSONAL SERVICES:**

<b><u>Task(s)/Step(s)</u></b>	<b><u>(from page #)</u></b>	<b><u>Responsible Office(s)</u></b>
<b><u>Website</u></b>		
Expand the “directions to the park” description	(see page 47)	TUIN, WASO-IT
Add some “Education Program” information	(see page 47)	TUIN, WASO-IT
Add an “in-Depth” link with more interp content	(see page 47)	TUIN, WASO-IT
<b><u>Signage and Wayfinding</u></b>		
Install signs on I-85’s exit 38 for TUIN and TUIAI	(see page 49)	TUIN, FHWA
Provide ‘trailblazer’ signs from I-85 along Hwy 81	(see page 49)	TUIN, ALDoT
Provide ‘trailblazer’ signs on Old Montgomery Rd	(see page 49)	TUIN, ALDoT
Provide new ‘TUIN Visitor Parking Lot’ signs	(see page 49)	TUIN, Tuskegee University
Remove old ‘TUIN’ sign at Visitor Parking Lot	(see page 49)	TUIN, Tuskegee University
Provide ‘Parking for TUIN Visitors Only’ signs	(see page 49)	TUIN, Tuskegee University
Eliminate parking permits at TUIN lot for TU staff	(see page 49)	TUIN, Tuskegee University
Move ADA -accessible spaces to main ‘TUIN Lot’	(see page 49)	TUIN, Tuskegee University
Provide pedestrian ‘trailblazer’ signs to Museum	(see page 49)	TUIN, Tuskegee University
Replace “old” with “new” NPS Arrowheads	(see page 49)	TUIN, Tuskegee University
Provide new ‘TUIN identity’ sign at GWC Museum	(see page 49)	TUIN, Tuskegee University
<b><u>Facilities</u></b>		
Assess GWC Museum by Building Inspector	(see page 50)	TUIN, SERO (or DSC)
Install energy-efficient lighting at GWC Museum	(see page 50)	TUIN Maintenance, Contractor
Preservation efforts at GWC Museum	(see page 50)	TUIN Maintenance, Contractor
Paint the exterior of the GWC Museum	(see page 50)	TUIN Maintenance, Contractor
Replace AC units, HVAC system at GWC Museum	(see page 50)	TUIN Maintenance, Contractor
Replace carpet, info desk, elevator at GWC Museum	(see page 50)	TUIN Maintenance, Contractor
Build an ‘airlock’ at the GWC Museum entrance	(see page 50)	TUIN Maintenance
Develop the Carver Discovery Laboratory	(see page 50)	TUIN Maintenance, Contractor
Make needed preservation efforts at “The Oaks”	(see page 50)	TUIN Maintenance, Contractor
Remove the Kiosk from the Visitors Parking Lot	(see page 50)	TUIN Maintenance

\* Cost estimates for the media listed on these pages will be provided by Harpers Ferry Center in a separate document; HFC can be contacted at (304) 535-6211 or <http://www.nps.gov/hfc/>

Immediate / Short-term tasks / Mid-term tasks / Long-term tasks

<u>*Fund Source</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
N/A	XXX									
N/A	XXX									
N/A		XXX								
		XXX								
		XXX								
		XXX								
		XXX								
N/A		XXX								
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	XXX									
		XXX								
		XXX								
		XXX								
	XXX									
			XXX							
		XXX								
		XXX								
N/A	XXX (done in FY 03)									

## **NON-PERSONAL SERVICES (continued):**

<b><u>Task(s)/Step(s)</u></b>	<b><u>(from page #)</u></b>	<b><u>Responsible Office(s)</u></b>
<b><u>Exhibits</u></b>		
Seek location for a temporary TUIN visitor center	(see page 52)	TUIN Interp and Maintenance
Plan exhibits, desk, etc for temporary visitor center	(see page 52)	TUIN Interp and Maintenance
Plan/design new exhibits for the GWC Museum	(see page 52)	HFC-Media Develop't, TUIN
Fabricate/install new exhibits for GWC Museum	(see page 52)	HFC-Media Production, TUIN
<b><u>Audiovisual Programs</u></b>		
Produce a new 15 to 20 -minute film for TUIN	(see page 53)	HFC-Media Develop't, TUIN
Evaluate the GWC theater seating and av systems	(see page 53)	HFC-Media Develop't, TUIN
Build av equipment room/rack for GWC Theater	(see page 53)	TUIN Maintenance
Renovate the BTW Theater space in the museum	(see page 53)	TUIN Maintenance
Replace the 8-track with digital in GWC Museum	(see page 53)	HFC-Media Develop't, TUIN
Upgrade PA system; add ability to page downstairs	(see page 54)	TUIN Maintenance, HFC
Produce a new video tour program for "The Oaks"	(see page 54)	HFC-Media Develop't, TUIN
Develop an audio introduction for "The Oaks"	(see page 58)	HFC-AV and TUIN Interp
<b><u>Wayside Exhibits</u></b>		
Write a parkwide Wayside Exhibit (WE) Proposal	(see page 55)	HFC-Media Develop't, TUIN
Remove the existing bulletin case in Parking Lot	(see page 56)	HFC-Media Develop't, TUIN
Plan/design WE panels and WE shelter/kiosk	(see page 56)	HFC-Media Devel., Contractor
Plan/design a WE for "The Oaks"	(see page 56)	HFC-Media Devel., Contractor
Plan/design WEs for TU Campus Historic District	(see page 57)	HFC-Media Devel., Contractor
Install all WEs at TUIN soon after being produced	(see page 56)	TUIN
<b><u>Publications</u></b>		
Unigrid Brochure (re - design; print more copies)	(see page 62)	HFC-Pubs, TUIN
Site Bulletins: (using NPS Identity design format)	(see page 63)	TUIN
Develop Rack Cards for Tuskegee Institute NHS	(see page 63)	TUIN
Develop/publish improved Education materials	(see page 63)	TUIN

\* Cost estimates for the media listed on these pages will be provided by Harpers Ferry Center in a separate document; HFC can be contacted at (304) 535-6211 or <http://www.nps.gov/hfc/>

Immediate / Short-term tasks / Mid-term tasks / Long-term tasks

<u>*Fund Source</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
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## **NON-PERSONAL SERVICES (continued):**

<b><u>Task(s)/Step(s)</u></b>	<b><u>(from page #)</u></b>	<b><u>Responsible Office(s)</u></b>
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### **Historic Furnishings at “The Oaks”**

Inspect existing fire, smoke, and intrusion systems	(see page 59)	TUIN Interp and Curatorial
Examine (or install) u-v light filters on windows	(see page 59)	TUIN Interp and Curatorial
Consider replacing stanchions/ropes w/ rigid rails	(see page 59)	TUIN Interp and Curatorial
Develop alternatives to ‘low light’ levels in house	(see page 59)	TUIN Interp and Curatorial
Install flexible ‘tube lights’ along stairway in house	(see page 60)	TUIN Maint. and Curatorial
If kitchen & pantry are furnished, alter tour route	(see page 60)	TUIN Interp and Curatorial
Develop guest room as a waiting room for groups	(see page 60)	TUIN Interp and Curatorial
Produce large historical photos for guest room	(see page 61)	TUIN Interp and Curatorial
Review/revise/evaluate/update house tour content	(see page 61)	TUIN Interp and Curatorial
Revise the Historic Furnishings Report if needed	(see page 61)	TUIN Interp and Curatorial
Develop and install audio systems to add ‘sounds’	(see page 61)	TUIN Interp and Curatorial

### **Education (Media products)**

Improve pre - planning information for ‘Education’	(see page 65)	TUIN Interpretation
Improve follow-up information for ‘Education’	(see page 65)	TUIN Interpretation
Develop pre - visit materials for ‘Education’	(see page 65)	TUIN Interpretation
Develop a ‘travelling trunk’ for ‘Education’	(see page 65)	TUIN Interpretation

### **Tuskegee University Students/ Prospective TU Students (Media products)**

Develop an orientation packet for TU students	(see page 66)	TUIN Interpretation
Develop publication on park’s volunteer positions	(see page 66)	TUIN Interpretation
Develop orientation film in cooperation with TU	(see page 66)	TUIN Interpretation

### **Adult Groups (Media products)**

Develop a publication on tour programs for adults	(see page 67)	TUIN Interpretation
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### **Traditional NPS Visitors (Media products)**

Improve/develop rack cards, visitor options, etc.	(see page 68)	TUIN Interpretation
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\* Cost estimates for the media listed on these pages will be provided by Harpers Ferry Center in a separate document; HFC can be contacted at (304) 535-6211 or <http://www.nps.gov/hfc/>

Immediate / Short-term tasks / Mid-term tasks / Long-term tasks

<u>*Fund Source</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
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## **PERSONAL SERVICES:**

<b><u>Task(s)/Step(s)</u></b>	<b><u>(from page #)</u></b>	<b><u>Responsible Position</u></b>
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### **Education (Personal Services)**

Decide best school bus drop-off location with TU (see page 65)		TUIN Interpretation and TU
Park Ranger to greet every school bus w/“step on” (see page 65)		TUIN Interpretation
Start ‘education’ programs in museum’s lower level(see page 65)		TUIN Interpretation
Fully develop ‘education’ programs and itineraries (see page 65)		TUIN Interpretation
Develop summer camps with ‘hands-on’ activities (see page 65)		TUIN Interpretation
Hold ‘Teacher Workshops’ to train teachers (see page 65)		TUIN Interpretation
Conduct outreach programs (see page 65)		TUIN Interpretation

### **Tuskegee University Students/ Prospective TU Students (Personal Services)**

Develop program for HS students touring HBCUs (see page 66)		TUIN Interpretation
Offer Ranger at all TU freshmen class orientations (see page 66)		TUIN Interpretation
Develop program for TU freshmen to make bricks (see page 66)		TUIN Interpretation
Offer special Ranger-led tours to all TU students (see page 66)		TUIN Interpretation
Offer research opportunities for some TU students (see page 66)		TUIN Interpretation

### **Adult Groups (Personal Services)**

Develop a ‘Heritage Tour’ for central Alabama (see page 67)		TUIN Interpretation
Establish a contact at Kellogg Conference Center (see page 67)		TUIN Interpretation
Provide each KCC group with pre - conf. literature (see page 67)		TUIN Interpretation
Establish ‘booking limits’ for Family Reunion groups (see page 67)		TUIN Interpretation
Establish a set schedule for Family Reunion groups (see page 67)		TUIN Interpretation
Establish a contact at Auburn’s ElderHostel groups (see page 67)		TUIN Interpretation
Work with TU and KCC re: ElderHostels at TU? (see page 67)		TUIN Interpretation

### **Traditional NPS Visitors (Personal Services)**

Increase interaction; continue greetings at GWC (see page 68)		TUIN Interpretation
During greeting, offer each visitor take-home item (see page 68)		TUIN Interpretation
Maximize visitors’ time w/ flexible tour/film times (see page 68)		TUIN Interpretation
Provide ranger-led and booklet-led tours of TU (see page 68)		TUIN Interpretation

\* The estimated costs of the Interpretive “Personal Services” must be calculated and updated annually by the TUIN Chief of Resource Education and the TUIN/TUAI Administrative staff.

Immediate / Short-term tasks / Mid-term tasks / Long-term tasks

<u>*Fund Source</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
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# PLANNING TEAM

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## Tuskegee Institute National Historic Site

Brenda Mobley	Superintendent, Central Alabama Parks
Tyrone Brandyburg	Chief of Resource Education, TUIN
Robyn Harris	Park Ranger, TUIN
Shirley Baxter	Park Ranger, TUIN
Kenneth Davis	Park Ranger, TUIN
Teresa Valencia	Museum Specialist, TUIN
Juan Gomez	Chief of Maintenance, Central Alabama Parks
Shirley Streeter	Administrative Officer, Central Alabama Parks
Christine Biggers	Park Ranger, TUAI
Imari Coleman	Park Ranger, TUAI
Susan Gibson	Park Ranger, TUAI
Mildred Carter	Volunteer, TUIN
Mildred Dixon	Volunteer, TUIN
Inez Glass	Volunteer, TUIN

## Harpers Ferry Interpretive Design Center

Jack Spinnler	Interpretive Planner (Team Captain)
Paul Koehler	Exhibit Production Specialist
Terry Lindsay	Wayside Exhibit Planner
Bob Clark	Sign Program Coordinator
Valerie Coffey	Audiovisual Specialist
John Demer	Curator, Historic Furnishings

## Southeast Regional Office - Interpretation and Education

John Beck	Interpretive Specialist
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## Park Partners and Consultants

Lacy Ward	Vice President, Office of Marketing and Communication, Tuskegee University
Cynthia Wilson	Archivist, Tuskegee University
Ardeania Ward	Black Heritage Coordinator, Alabama Historical Commission
Leona Stemple	Education Curator, Alabama State Archives
Georgette Norman	Director, Rosa Parks Museum
Deborah Gray	Executive Director, Human and Civil Rights Tuskegee Multi-Cultural Center
Charlie Thompson	Tuskegee Area Convention and Visitors Bureau
Florence Giles	Education Coordinator, Old Alabama Town
Harold Powell	Clerk, Town of Shorter
Catherine Martin	Education Director, Ruffner Mountain
Jim Carnes	Education Director, Southern Poverty Law Center
James Johnson	Director, State Black Archives Research Center
Francis Smiley	Assistant Director, Alabama Bureau of Travel and Tourism
Cheryl Sneddon	Senior Public Programs Coordinator, Alabama Historical Commission
Clyde Beller	Education Director, Alabama Hist. Commission



# APPENDICES

## Special Populations: Programmatic Accessibility Guidelines for Interpretive Media

Harpers Ferry Center  
National Park Service

### Statement of Purpose

This document is a guide for promoting full access to interpretive media to ensure that people with physical and mental disabilities have access to the same information necessary for safe and meaningful visits to National Parks. Just as the needs and abilities of individuals cannot be reduced to simple statements, it is impossible to construct guidelines for interpretive media that can apply to every situation in every National Park Service (NPS) area.

These guidelines do, however, define a high level of programmatic access which can be met in most NPS situations. They articulate key areas of concern and note generally accepted solutions. Because of the diversity of park resources and the variety of interpretive situations, flexibility and versatility are important.

Each interpretive medium contributes to the total park program. All media have inherent strengths and weaknesses, and it is our intent to capitalize on their strengths and provide alternatives where they are deficient. It should also be understood that any interpretive medium is just one component of the overall park experience. In some instances, especially with regard to learning disabilities, personal services may be the most appropriate and versatile interpretive approach.

In the final analysis, interpretive design is subjective, and dependent on aesthetic considerations as well as the particular characteristics and resources available for a specific program. Success or failure should be evaluated by examining all interpretive offerings of a park. Because of the unique characteristics of each situation, parks should be evaluated on a case by case basis. The goal is to fully comply with NPS policy:

*"...To provide the highest level of accessibility possible and feasible for persons with visual, hearing, mobility, and mental impairments, consistent with the obligation to conserve park resources and preserve the quality of the park experience for everyone."*

NPS Special Directive 83-3, Accessibility for Disabled Persons

## **Audiovisual Programs**

Audiovisual programs include video, audio, and interactive programs. As a matter of policy, all audiovisual programs produced by the Harpers Ferry Center will include some method of captioning. The approach used will vary according to the conditions of the installation area and the media format used, and will be selected in consultation with park and regional office staffs.

The captioning method will be identified as early as possible in the planning process and will be presented in an integrated setting where possible. To the extent possible, visitors will be offered a choice in viewing captioned or uncaptioned versions, but in situations where a choice is not possible or feasible, a captioned version of all programs will be made available. Park management will decide on the most appropriate operational approach for each particular site.

### **Guidelines Affecting Visitors with Mobility Impairments**

1. Theater, auditorium, or viewing area should be free of architectural barriers, or alternative accommodations will be provided. UFAS 4.1.
2. Wheelchair locations will be provided according to ratios outlined in UFAS 4.1.2(18a).
3. Viewing heights and angles will be favorable for those in designated wheelchair locations.
4. In designing video or interactive components, control mechanisms will be placed in accessible location, usually between 9" and 48" from the ground and no more than 24" deep.

### **Guidelines Affecting Visitors with Visual Impairments**

1. Simultaneous audio description will be considered for installations where the equipment can be properly installed and maintained.

### **Guidelines Affecting Visitors with Hearing Impairments**

1. All audiovisual programs will be produced with appropriate captions.
2. Copies of scripts will be provided to the parks as standard procedure.
3. Audio amplification and listening systems will be provided in accordance with UFAS 4.1.2(18b).

### **Guidelines Affecting Visitors with Learning Impairments**

1. Unnecessarily complex and confusing concepts will be avoided.
2. Graphic elements will be chosen to communicate without reliance on the verbal component.
3. Narration will be concise and free of unnecessary jargon and technical information.



## **Exhibits**

Numerous factors affect the design of exhibits, reflecting the unique circumstances of the specific space and the nature of the materials to be interpreted. It is clear that thoughtful, sensitive design can go a long way in producing exhibits that can be enjoyed by a broad range of people. Yet, because of the diversity of situations encountered, it is impossible to articulate guidelines that can be applied universally.

In some situations, the exhibit designer has little or no control over the space. Often exhibits are placed in areas ill suited for that purpose, they may incorporate large or unyielding specimens, they may incorporate sensitive artifacts which require special environmental controls, or they may be within certain room decor or architectural features that dictate certain solutions. All in all, exhibit design is an art which defies simple description. However, one central concern is to communicate the message to the largest audience possible. Every reasonable effort will be made to eliminate any factors limiting communication through physical modification or by providing an alternate means of communication.

### **Guidelines Affecting Visitors with Mobility Impairments**

The Americans with Disabilities Act Accessibility Guidelines (ADAAG) is the standard followed by the National Park Service and is therefore the basis for the accessibility standards for exhibits, where applicable.

1. Height/position of labels: Body copy on vertical exhibit walls should be placed at between 36" and 60" from the floor.
2. Artifact Cases:
  - a. Maximum height of floor of artifact case display area shall be no higher than 30" from the floor of the room. This includes vitrines that are recessed into an exhibit wall.
  - b. Artifact labels should be placed so as to be visible to a person within a 43" to 51" eye level. This includes mounting labels within the case at an angle to maximize its visibility to all viewers.
3. Touchable Exhibits: Touchable exhibits positioned horizontally should be placed no higher than 30" from the floor. Also, if the exhibit is approachable only on one side, it should be no deeper than 31".
4. Railings/barriers: Railings around any horizontal model or exhibit element shall have a maximum height of 36" from the floor.
5. Information desks: Information desks and sales counters shall include a section made to accommodate both a visitor in a wheelchair and an employee in a wheelchair working on the other side. A section of the desk/counter shall have the following dimensions:
  - a. Height from the floor to the top: 28 to 34 inches. (ADAAG 4.32.4)

## **Exhibits (continued)**

### **Guidelines Affecting Visitors with Mobility Impairments (cont.)**

b. Minimum knee clearance space: 27" high, 30" wide, and 19" deep of clearance underneath is the minimum space required under ADAAG 4.32.3, but a space 30" high, 36" wide and 24" deep is recommended.

c. Width of top surface of section: at least 36 inches. Additional space must be provided for any equipment such as a cash register.

d. Area underneath desk: Since both sides of the desk may have to accommodate a wheelchair, this area should be open all the way through to the other side. In addition, there should be no sharp or abrasive surfaces underneath the desk. The floor space behind the counter shall be free of obstructions.

#### **6. Circulation Space:**

a. Passageways through exhibits shall be at least 36" wide.

b. If an exhibit passageway reaches a dead-end, an area 60" by 78" should be provided at the end for turning around.

c. Objects projecting from walls with their leading edges between 27" and 80" above the floor shall protrude no more than 4" in passageways or aisles. Objects projecting from walls with their leading edges at or below 27" above the floor can protrude any amount.

d. Freestanding objects mounted on posts or pylons may overhang a maximum of 12" from 27" to 80" above the floor. (ADAAG 4.4.1)

e. Protruding objects shall not reduce the clear width of an accessible route to less than the minimum required amount. (ADAAG 4.4.1)

f. Passageways or other circulation spaces shall have a minimum clear head room of 80". For example, signage hanging from the ceiling must have at least 80" from the floor to the sign's bottom edge. (ADAAG 4.4.2)

#### **7. Floors:**

a. Floors and ramps shall be stable, level, firm and slip-resistant.

b. Changes in level between 1/4" and 1/2" shall be beveled with a slope no greater than 1:2. Changes in level greater than 1/2" shall be accomplished by means of a ramp that complies with ADAAG 4.7 or 4.8. (ADAAG 4.5.2)

c. Carpet in exhibit areas shall comply with ADAAG 4.5.3 for pile height, texture, pad thickness, and trim.

8. Seating - Interactive Stations/Work Areas: The minimum knee space underneath a work desk is 27" high, 30" wide and 19" deep, with a clear floor space of at least 30" by 30" in front. The desk top or work surface shall be between 28" and 34" from the floor. (ADAAG 4.32 Fig.45)

## **Exhibits (continued)**

### **Guidelines Affecting Visitors with Visual Impairments**

1. Tactile models and other touchable exhibit items should be used whenever possible. Examples of touchable exhibit elements include relief maps, scale models, raised images of simple graphics, reproduction objects, and replaceable objects (such as natural history or geological specimens, cultural history items, etc.).

2. Typography - Readability of exhibit labels by visitors with various degrees of visual impairment shall be maximized by using the following guidelines:

a. Type size - No type in the exhibit shall be smaller than 24 point.

b. Typeface - The most readable typefaces should be used whenever possible, particularly for body copy. They are: Times Roman, Palatino, Century, Helvetica and Universe.

c. Styles, Spacing - Text set in both caps and lower case is easier to read than all caps. Choose letter spacing and word spacing for maximum readability. Avoid too much italic type.

d. Line Length - Limit the line length for body copy to no more than 45 to 50 characters per line.

e. Amount of Text - Each unit of body copy should have a maximum of 45-60 words.

f. Margins - Flush left, ragged right margins are easiest to read.

3. Color:

a. Type/Background Contrast - Percentage of contrast between the type and the background should be a minimum of 70% .

b. Red/Green - Do not use red on green or green on red as the type/background color combination.

c. Do not place body copy on top of graphic images that impair readability.

4. Samples: During the design process, it is recommended that samples be made for review of all size, typeface and color combinations for labels in that exhibit.

5. Exhibit Lighting:

a. All labels shall receive sufficient, even light for good readability. Exhibit text in areas where light levels have been reduced for conservation purposes should have a minimum of 10 footcandles of illumination.

b. Harsh reflections and glare should be avoided.

c. The lighting system shall be flexible enough to allow adjustments.

## **Exhibits (continued)**

### **Guidelines Affecting Visitors with Visual Impairments (continued)**

d. Transitions between the floor and walls, columns, or other structures should be made clearly visible. Finishes for vertical surfaces should contrast clearly with the floor finish. Floor circulation routes should have a minimum of 10 footcandles of illumination.

6. Signage: When permanent building signage is required as a part of an exhibit project, the ADAAG guidelines shall be consulted. Signs, which designate permanent rooms and spaces, shall comply with ADAAG 4.30.1, 4.30.4, 4.30.5, and 4.30.6. Other signs, which provide direction to or information about functional spaces of the building, shall comply with ADAAG 4.30.1, 4.30.2, 4.30.3, and 4.30.5. Note: When the International Symbol of Accessibility (wheelchair symbol) is used, the word "Handicapped" shall not be used beneath the symbol. Instead, use the word "Accessible".

### **Guidelines Affecting Visitors with Hearing Impairments**

1. Information presented via audio formats will be duplicated in a visual medium, such as in the exhibit label copy or by captioning. All video programs incorporated into the exhibit, which contain audio, shall be open captioned.
2. Amplification systems and volume controls should be incorporated with audio equipment used individually by the visitor, such as handsets.
3. Information desks shall allow for Telecommunication Devices for the Deaf (TDD) equipment.

### **Guidelines Affecting Visitors with Learning Impairments**

1. The exhibits will present the main interpretive themes on a variety of levels of complexity, so people with varying abilities and interests can understand them.
2. The exhibits should avoid unnecessarily complex and confusing topics, technical terms, and unfamiliar expressions. Pronunciation aids should be provided where appropriate.
3. Graphic elements shall be used to communicate non-verbally.
4. The exhibits shall be a multi-sensory experience. Techniques to maximize the number of senses used in the exhibits should be encouraged.
5. Exhibit design shall use color and other creative approaches to facilitate comprehension of maps by visitors with directional impairments.

## **Historic Furnishings**

Historically refurbished rooms offer the public a unique interpretive experience by placing visitors within historic spaces. Surrounded by historic artifacts visitors can feel the spaces "come alive" and relate more directly to the historic events or personalities commemorated by the park.

Accessibility is problematical in many NPS furnished sites because of the very nature of historic architecture. Buildings were erected with a functional point of view that is many times at odds with our modern views of accessibility.

The approach used to convey the experience of historically furnished spaces will vary from site to site. The goals, however, will remain the same: to give the public as rich an interpretive experience as possible given the nature of the structure.

### **Guidelines Affecting Visitors with Mobility Impairments**

1. The exhibit space should be free of architectural barriers or a method of alternate accommodation should be provided, such as slide programs, videotaped tours, visual aids, and dioramas.
2. All pathways, aisles, and clearances shall (when possible) meet standards set forth in UFAS 4.3 to provide adequate clearance for wheelchair routes.
3. Ramps shall be as gradual as possible and not exceed a 1" rise in 12" run, and conform to UFAS 4.8.
4. Railings and room barriers will be constructed in such a way as to provide unobstructed viewing by persons in wheelchairs.
5. In the planning and design process, furnishing inaccessible areas, such as upper floors of historic buildings, will be discouraged unless essential for interpretation.
6. Lighting will be designed to reduce glare or reflections when viewed from a wheelchair.
7. Alternative methods of interpretation, such as audiovisual programs, audio description, photo albums, and personal services will be used in areas which present difficulty for visitors with physical impairments.

### **Guidelines Affecting Visitors with Visual Impairments**

1. Exhibit typefaces will be selected for readability and legibility, and conform to good industry practice.
2. Audio description will be used to describe furnished rooms, where appropriate.

## **Historic Furnishings (continued)**

### **Guidelines Affecting Visitors with Visual Impairments**

3. Windows will be treated with film to provide balanced light levels and minimize glare.
4. Where appropriate, visitor- controlled rheostat-type lighting will be provided to augment general room lighting.
5. Where appropriate and when proper clearance has been approved, surplus artifacts or reproductions will be utilized as "hands-on" tactile interpretive devices.

### **Guidelines Affecting Visitors with Hearing Impairments**

1. Information about room interiors will be presented in a visual medium such as exhibit copy, text, pamphlets, etc.
2. Captions will be provided for all audiovisual programs relating to historic furnishings.

### **Guidelines Affecting the Visitors with Learning Impairments**

1. Where appropriate, hands-on participatory elements geared to the level of visitor capabilities will be used.
2. Living history activities and demonstrations, which utilize the physical space as a method of providing multi-sensory experiences, will be encouraged.

## **Publications**

A variety of publications are offered to visitors, ranging from park folders, which provide an overview and orientation to a park, to more comprehensive handbooks. Each park folder should give a brief description of services available to visitors with disabilities, list significant barriers, and note the existence of TDD phone numbers, if available.

In addition, informal site bulletins are often produced to provide more specialized information about a specific site or topic. It is recommended that each park produce an easily updatable "Accessibility Site Bulletin" which could include detailed information about the specific programs, services, and opportunities available for visitors with disabilities and to describe barriers which are present in the park. A template for this site bulletin will be on the HFC Department of Publications website for parks to create with ease, a consistent look throughout the park service. These bulletins should be in large type, 16 points minimum, and follow the large - print criteria on the next page.

## **Publications (continued)**

### **Guidelines Affecting Visitors with Mobility Impairments**

1. Park folders, site bulletins, and sales literature will be distributed from accessible locations and heights.
2. Park folders and Accessibility Site Bulletins should endeavor to carry information on the accessibility of buildings, trails, and programs by visitors with disabilities.

### **Guidelines Affecting Visitors with Visual Impairments**

#### **1. Publications for the general public:**

##### **a. Text**

- (1) Size: the largest type size appropriate for the format. (preferred main body of text should be 10 point)
- (2) Leading should be at least 20% greater than the font size used.
- (3) Proportional letterspacing
- (4) Main body of text set in caps and lower case.
- (5) Margins are flush left and ragged right
- (6) Little or no hyphenation is used at ends of lines.
- (7) Ink coverage is dense
- (8) Underlining does not connect with the letters being underlined.
- (9) Contrast of typeface and illustrations to background is high (70% contrast is recommended)
- (10) Photographs have a wide range of gray scale variation.
- (11) Line drawings or floor plans are clear and bold, with limited detail and minimum 8 point type.
- (12) No extreme extended or compressed typefaces for main text.
- (13) Reversal type should be minimum of 11 point medium or bold sans serif type.

##### **b. The paper:**

- (1) Surface preferred is a matte finish; dull-coated stock is acceptable.
- (2) Has sufficient weight to avoid "show-through" on pages printed on both sides.

#### **2. Large-print version publications:**

##### **a. Text**

- (1) Size: minimum 16 point type.
- (2) Leading is 16 on 20 point type.

## **Publications (continued)**

### **Guidelines Affecting Visitors with Visual Impairments (continued)**

#### **2. Large - print version publications:**

##### **a. Text**

- (3) Proportional letterspacing
- (4) Main body of text set in caps and lower case.
- (5) Margins are flush left and ragged right.
- (6) Little or no hyphenation is used at ends of lines.
- (7) Ink coverage is dense.
- (8) Underlining does not connect with the letters being underlined.
- (9) Contrast of typeface and illustrations to background is high (70% contrast is recommended)
- (10) Photographs have a wide range of gray scale variation.
- (11) Line drawings or floor plans are clear and bold, with limited detail and minimum 14 point type.
- (12) No extreme extended or compressed typefaces for main text.
- (13) Sans-serif or simple-serif typeface
- (14) No oblique or italic typefaces
- (15) Maximum of 50 characters (average) per line.
- (16) No type is printed over other designs.
- (17) Document has a flexible binding, preferably one that allows the publication to lie flat.
- (18) Gutter margins are a minimum of 22mm; outside margin smaller but not less than 13mm.

##### **b. Paper:**

- (1) Surface is off- white or natural with matte finish.
- (2) Has sufficient weight to avoid "show- through" on pages printed on both sides.

#### **3. Maps:**

- a. The less cluttered the map, the more the visitors that can use it.
- b. The ultimate is one map that is large - print and tactile.
- c. Raised line/tactile maps are something that could be developed in future, using our present digital files and a thermaform machine. Lines are distinguished by lineweight, color and height. Areas are distinguished by color, height, and texture.



## **Publications (continued)**

### **Guidelines Affecting Visitors with Visual Impairments (continued)**

#### **3. Maps (continued)**

- d. The digital maps are on an accessible web site.
  - e. Same paper guides as above.
  - f. Contrast of typeface background is high. (at least 70% contrast is recommended)
  - g. Proportional letterspacing
  - h. Labels set in caps and lower case
  - i. Map notes are flush left and ragged right.
  - j. Little or no hyphenation is used at ends of lines.
  - k. No extreme extended or compressed typefaces used for main text.
  - l. Sans-serif or simple-serif typeface.
4. The text contained in the park folder should also be available on audiocassette, CD, and accessible web site. Handbooks, accessibility guides, and other publications should be recorded where possible.
5. The official park publication is available in a word processing format. This could be translated into Braille as needed.

### **Guidelines Affecting Visitors with Hearing Impairments**

Park site bulletins will note the availability of such special services as sign language interpretation and captioned programs.

### **Guidelines Affecting Visitors with Learning Impairments**

1. The park site bulletin should list any special services available to these visitors.
2. Publications:
- a. Use language that appropriately describes persons with disabilities.
  - b. Topics will be specific and of general interest. Unnecessary complexity will be avoided.
  - c. Whenever possible, easy to understand graphics will be used to convey ideas, rather than text alone.
  - d. Unfamiliar expressions, technical terms, and jargon will be avoided. Pronunciation aids and definitions will be provided where needed.
  - e. Text will be concise and free of long paragraphs and wordy language.

## **Wayside Exhibits**

Wayside exhibits, which include outdoor interpretive exhibits and signs, orientation shelter exhibits, trailhead exhibits, and bulletin boards, offer special advantages to visitors with disabilities. The liberal use of photographs, artwork, diagrams, and maps, combined with highly readable type, make wayside exhibits an excellent medium for visitors with hearing and learning impairments. For visitors with sight impairments, waysides offer large type and high legibility.

Although a limited number of NPS wayside exhibits will always be inaccessible to visitors with mobility impairments, the great majority are placed at accessible pullouts, viewpoints, parking areas, and trailheads.

The NPS accessibility guidelines for wayside exhibits help insure a standard of quality that will be appreciated by all visitors. Nearly everyone benefits from high quality graphics, readable type, comfortable base designs, accessible locations, hard-surfaced exhibit pads, and well-landscaped exhibit sites.

While waysides are valuable on-site "interpreters," it should be remembered that the park resources themselves are the primary things visitors come to experience. Good waysides focus attention on the features they interpret, and not on themselves. A wayside exhibit is only one of the many interpretive tools which visitors can use to enhance their appreciation of a park.

### **Guidelines Affecting Visitors with Mobility Impairments**

1. Wayside exhibits will be installed at accessible locations whenever possible.
2. Wayside exhibits will be installed at heights and angles favorable for viewing by most visitors including those in wheelchairs. For standard NPS low-profile units the recommended height is 30 inches from the bottom edge of the exhibit panel to the finished grade; for vertical exhibits the height of 6-28 inches.
3. Trailhead exhibits will include information on trail conditions which affect accessibility.
4. Wayside exhibit sites will have level, hard surfaced exhibit pads.
5. Exhibit sites will offer clear, unrestricted views of park features described in exhibits.

### **Guidelines Affecting Visitors with Visual Impairments**

1. Exhibit type will be as legible and readable as possible.
2. Panel colors will be selected to reduce eyestrain and glare, and to provide excellent readability under field conditions. White should not be used as a background color.

## **Wayside Exhibits (continued)**

### **Guidelines Affecting Visitors with Visual Impairments (continued)**

3. Selected wayside exhibits may incorporate audio stations or tactile elements such as models, texture blocks, and relief maps.
4. For all major features interpreted by wayside exhibits, the park should offer non -visual interpretation covering the same subject matter. Examples include cassette tape tours, radio messages, and ranger talks.
5. Appropriate tactile cues should be provided to help visually impaired visitors locate exhibits.

### **Guidelines Affecting Visitors with Hearing Impairments**

1. Wayside exhibits will communicate visually, and will rely heavily on graphics to interpret park resources.
2. Essential information included in audio station messages will be duplicated in written form, either as part of the exhibit text or with printed material.

### **Guidelines Affecting Visitors with Learning Impairments**

1. Topics for wayside exhibits will be specific and of general interest. Unnecessary complexity will be avoided.
2. Whenever possible, easy-to-understand graphics will be used to convey ideas, rather than text alone.
3. Unfamiliar expressions, technical terms, and jargon will be avoided. Pronunciation aids and definitions will be provided where needed.
4. Text will be concise and free of long paragraphs and wordy language.



